DOCUMENT RESUME

ED 464 288 CG 031 708

| | |
|---|---|
| AUTHOR | Brooks, Carol Cramer; White, Carter |
| TITLE | National Training Curriculum for Educators of Youth in Confinement. |
| INSTITUTION | National Juvenile Detention Association, East Lansing, MI. Center for Research and Professional Development. |
| SPONS AGENCY | Department of Justice, Washington, DC. Office of Juvenile Justice and Delinquency Prevention. |
| PUB DATE | 1999-05-00 |
| NOTE | 390p.; CD-ROM version not available from ERIC. |
| CONTRACT | 98-JB-VX-0104 |
| AVAILABLE FROM | National Juvenile Detention Association, Center for Research and Professional Development, MSU Suite 350, 1407 South Harrison, East Lansing, MI 48823-5239 (hard copy, $99; CD-ROM version, $50). E-mail: nijda@ssc.msu.edu. For full text: http://njda.msu.edu/curricula.htm. |
| PUB TYPE | Guides - Classroom - Teacher (052) |
| EDRS PRICE | MF01/PC16 Plus Postage. |
| DESCRIPTORS | Adolescents; Behavior Modification; *Correctional Education; Curriculum Development; *Curriculum Guides; *Delinquency; Delinquent Rehabilitation; Interpersonal Competence; *Juvenile Justice; Learning Modules; National Standards; Program Effectiveness; Program Evaluation; Student Needs; *Teacher Education; Teacher Role |

ABSTRACT

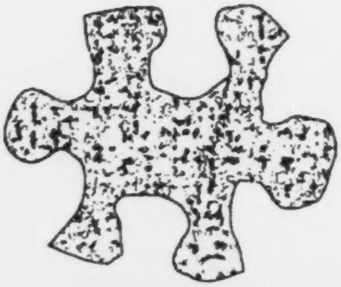
This curriculum is the product of a project between the Office of Juvenile Justice and Delinquency Prevention (OJJDP) and the National Juvenile Detention Association to develop and implement a 40-hour, core training curriculum for line staff in education programs in juvenile confinement and custody facilities. The curriculum is primarily intended for the pre-service training of teachers new to juvenile confinement education programs. The curriculum, prepared and tested by experienced educators in detention and correctional education, provides a sequence of modules focusing on the essentials of confinement education, while providing abundant practice through role play, exercises, and journal writing to apply the materials individually. It provides information on the juvenile justice system and the characteristics of juvenile offenders. It assists new educators in confinement facilities in developing assessments and curriculums that meet the specific needs of their students and are in compliance with existing national standards. It provides pointers and practice in teaching for better behavior management as well as for the development of specific skills. It introduces the teachers role in developing students social skills and assisting students as they make their transition into and out of the confinement facility. Finally, this curriculum provides suggestions for programs and classroom evaluation as a gauge of effectiveness and a basis for improvement. Appended is information about the authors, OJJDP, and the Center. (GCP)

Reproductions supplied by EDRS are the best that can be made
from the original document.

ED 464 288

# Training Curriculum For Educators Of Youth In Confinement

CG031708



U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)
☐ This document has been reproduced as received from the person or organization originating it.
☐ Minor changes have been made to improve reproduction quality.

- Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

PERMISSION TO REPRODUCE AND DISSEMINATE THIS MATERIAL HAS BEEN GRANTED BY

C. Winslow

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

BEST COPY AVAILABLE

# National Training Curriculum
# for
# Educators of
# Youth in Confinement

**Carol Cramer Brooks**
Center for Research and Professional Development
National Juvenile Detention Association
School of Criminal Justice
Michigan State University

**Carter White**
State of Colorado
Division of Youth Corrections

**Shay Bilchik, Administrator**
Office of Juvenile Justice and Delinquency Prevention

May, 1999

**U.S. Department of Justice**
**Office of Justice Programs**
**Office of Juvenile Justice and Delinquency Prevention**
810 Seventh Street NW.
Washington, DC 20531

**Janet Reno**
*Attorney General*

**Raymond C. Fisher**
*Associate Attorney General*

**Laurie Robinson**
*Assistant Attorney General*

**Shay Bilchik**
*Administrator*
Office of Juvenile Justice and Delinquency Prevention

Production by Frysinger Printing Solutions
Ad Specialties • Books • Commercial Printing • Forms Systems
P.O. Box 80797, Lansing, Michigan 48908

This project was supported by Grant No. 98-JB-VX-0104 from the Office of Juvenile Justice and Delinquency Prevention, Office of Justice Programs, U.S. Department of Justice.

Points of view or opinions in this document are those of the author and do not necessarily represent the official position of the U.S. Department of Justice.

**Center for Research and Professional Development**
**School of Criminal Justice**
**Michigan State University**
Suite 350 Nisbet
1407 So. Harrison
East Lansing, MI 48823-5239

**David W. Roush**
*Director*

**Carol Cramer Brooks**
*Director of Training*

**Chad Kielas**
*Project Manager*

**Margaret Lynch**
*Office Manager*

CRPD is a training, technical assistance, and research division of the National Juvenile Detention Association.

**U.S. Department of Justice**

Office of Justice Programs

*Office of Juvenile Justice and Delinquency Prevention*

---

Office of the Administrator

*Washington, D.C. 20531*

Research and best practices initiatives are contributing to improved practices in juvenile justice. As we continue to learn more about the causes and correlates of delinquency, we are developing a better understanding of how programs and services can help youth. Education is one of these critical services and can assist a troubled youth to return to a law-abiding lifestyle.

I am pleased to present the *National Training Curriculum for Educators of Youth in Confinement*, which was designed by the National Juvenile Detention Association's Center for Research and Professional Development. This pioneer project for educators will serve as a resource for all juvenile justice professionals. The curriculum integrates education with all other aspects of conditions of confinement. The curriculum confirms what research tells us: *learning is at the centerpiece of effective programs*. All staff are "educators" regardless of their specific position assignments.

This curriculum brings to the juvenile justice field an additional lens with which to view the broad scope of delinquency. Designed for the educator, yet applicable to many other professionals, it explores the various components of detention and long-term correctional educational programming. The curriculum was field tested by more than 30 juvenile corrections/detention teachers from five states. For non-educators whose primary responsibilities are not in the classroom, the curriculum is a useful resource to understand and implement best practices in correctional education for their facilities.

If we agree that learning can ignite positive change in human behavior, then we must make use of those tools that maximize learning for youth in the juvenile justice system. The *National Training Curriculum for Educators of Youth in Confinement* provides a new and significant spark for our efforts to bring about positive change in delinquent youth.

Shay Bilchik, Administrator
Office of Juvenile Justice and Delinquency Prevention

# Acknowledgments

The National Training Curriculum for Educators of Youth in Confinement represents a culmination of the ideas, hopes, and dreams of many juvenile justice professionals throughout the United States. The curriculum was conceived by Frank Porpotage, Assistant Director for the Training and Technical Assistance Division of the Office of Juvenile Justice and Delinquency Prevention; Earl Dunlap, Executive Director of NJDA at Eastern Kentucky University; David Roush, Ph.D., Director and Carol Cramer Brooks, Director of Training, both of NJDA's Center for Research and Professional Development at Michigan State University. Emily Martin, Director of the Training and Technical Assistance Division of the Office of Juvenile Justice and Delinquency Prevention and Dennis Barron, Grant Monitor for the Training and Technical Assistance Division of the Office of Juvenile Justice and Delinquency Prevention demonstrated support for the development of the curriculum by including it as a "deliverable" funded by the Juvenile Accountability Incentive Block Grant. Because of this vision and support, the curriculum became a reality.

The curriculum advisory board members provided valuable direction and assistance. They are: Ann Milam, Education Director, Colorado Division of Youth Corrections; Ted Price, Ph.D., Superintendent, Orange County Alternative, Charter, and Correctional Education Schools and Services (ACCESS), California Department of Education; William Klundt, Principal, Minnesota Correctional Facility - Sauk Centre; and Bruce Wolford, Ph.D., Professor and Director of the Training Resource Center at Eastern Kentucky University.

Special technical assistance was provided by Betty Gurnell of the Juvenile Justice Trainers Association and Margaret Lynch of NJDA's Center for Research and Professional Development. Special acknowledgment goes to Barbara Payne, teacher at Kalamazoo County Juvenile Home Schools whose typesetting panache is evident on every page.

Special contributors were Laura Nissen, Ph.D., Director of the Center for At-Risk Youth, Metropolitan State College of Denver; Tom Jackson, author of *Activities That Teach* and *More Activities That Teach*; M. Gale Smith, Executive Director of the Juvenile Justice Trainers Association; Barbara Collins of the Juvenile Justice Trainers Association; Leonard Lindstrom, Ph.D., Arizona Department of Juvenile Corrections; and Becky Langford, Loveland Public Schools, Loveland, Colorado.

Betty Marler, Director of the Colorado Division of Youth Corrections, and Ann Milam, Education Director of the Colorado Division of Youth Corrections, provided enthusiastic endorsement, significant resources and support. Osa D. Coffey, Ph.D., was the chief project editor and offered numerous ideas and suggestions that enriched the content of the curriculum.

The curriculum was field tested in Michigan and Colorado. Several professionals demonstrated support for the curriculum by providing participants and organizing the pilot studies. They were: advisory board members Ann Milam, Ted Price, and William Klundt; William Wiener, Ph.D., Director of the Metropolitan State College of Denver Lab School at Lookout Mountain Youth Services Center in Golden, Colorado, and Robert Anderson, Ph.D., Principal of the Lab School at Lookout Mountain; Jon Eastin, Director of Pupil Services, Weld County School District/Platte Valley Youth Services Center, Greeley, Colorado; Doug Householder, Principal of Platte Valley Youth Services Center, Greeley, Colorado; Walter F. MacFarlane, Superintendent of Schools, Virginia Department of Correctional Education, and Janet Oord, Principal of the Kalamazoo County Juvenile Home Schools, Kalamazoo, Michigan.

Thirty-two practitioners from five states volunteered their time to "live" the curriculum. Their valuable input provided the authors with hope, encouragement, and inspiration.

From Platte Valley Youth Services Center, Greeley, Colorado:

Jon Eastin, Education Director
Sandra Doty, Teacher
Karin Lawrence, Teacher
Stacie Smith, Teacher

Pat Bullard, Teacher
Minnesota Correctional Facility – Sauk Centre

Diane Jones, Teacher
Marvin W. Foote Youth Services Center, Englewood, Colorado

Bradd Markusch, Lead Teacher
Dahlia Street Youth Center, Denver, Colorado

Kati Marshall, Teacher
Virginia Department of Correctional Education

Beverly O'Neil, Teacher
Grand Mesa Youth Services Center, Grand Junction, Colorado

Margaret Puffer, Teacher
ACCESS, Orange County California Department of Education

Mike Wales, Vocational Education Director
Metropolitan State College of Denver Lab School
Lookout Mountain Youth Services Center, Golden, Colorado

Jema K. Hill, Director
Zebulon Pike Youth Services Center, Colorado Springs, Colorado

Paul VanHorn, Teacher
Kingston Community Schools, Kingston, Michigan

Matthew Walsh, Teacher
Ottawa Juvenile Service Center, West Olive, Michigan

Janet Barek, Teacher
Ottawa Juvenile Service Center, West Olive, Michigan

Jay D. Bennett, Teacher
Kalamazoo County Juvenile Home School, Kalamazoo, Michigan

Shelley Trowbridge, Teacher
Joseph Linden Detention Home, Owosso, Michigan

John Auger, Teacher
Oakland County Children's Village, Pontiac, Michigan

Bonnie Wells, Teacher
Oakland County Children's Village, Pontiac, Michigan

Emily Volmering, Teacher
Wolverine Secure Treatment Center, Saginaw, Michigan

Melissa Avery, Teacher
Wolverine Secure Treatment Center, Saginaw, Michigan

Marsha Brook, Teacher
Rivendell Youth Center, St. Johns, Michigan

Janet Oord, Coordinator
Kalamazoo County Juvenile Home School, Kalamazoo, Michigan

Michael VanBragt, Teacher
Allegan County Youth Home, Allegan, Michigan

Jane Harris, Teacher
Pioneer Work and Learn, Vassar, Michigan

Barbara L. Payne, Teacher
Kalamazoo County Juvenile Home School, Kalamazoo, Michigan

Heather Fischer, Teacher
W.J. Maxey Boys Training School, Whitmore Lake, Michigan

Helen Schulte, Teacher
W.J. Maxey Boys Training School, Whitmore Lake, Michigan

Deanna Stassines, Teacher
Jackson County Youth Center, Jackson, Michigan

Marchita Wilson, Teacher
Jackson County Youth Center, Jackson, Michigan

R. James Stopka, Teacher
Clarence Fisher Leadership Academy, Vassar, Michigan

Pamela Starling, Teacher
Midland County Juvenile Care Center, Midland, Michigan

# Table of Contents

**Foreword** .......... iv

**Acknowledgments** .......... v

**Introduction** .......... Introduction-1

**Training Modules**

1. Current Trends and Issues in Juvenile Justice and Education

- Rationale .......... 1-1
- Lesson Plan Cover Sheet .......... 1-2
- Lesson Plan .......... 1-4
  - Resource List .......... 1-9
  - Activities .......... 1-A-1
  - Handouts .......... 1-H-1
  - Transparencies .......... 1-T-1

2. Institutional Culture

- Rationale .......... 2-1
- Lesson Plan Cover Sheet .......... 2-2
- Lesson Plan - Interpersonal Relationships .......... 2-4
- Lesson Plan - Safety and Security .......... 2-8
  - Resource List .......... 2-14
  - Handouts .......... 2-H-1
  - Transparencies .......... 2-T-1

3. Student Assessment

- Rationale .......... 3-1
- Lesson Plan Cover Sheet .......... 3-2
- Lesson Plan .......... 3-4
  - Resource List .......... 3-9
  - Activities .......... 3-A-1
  - Handouts .......... 3-H-1
  - Transparencies .......... 3-T-1

4. Curriculum

- Rationale .......... 4-1
- Lesson Plan Cover Sheet .......... 4-2
- Lesson Plan .......... 4-4
  - Resource List .......... 4-9
  - Activities .......... 4-A-1
  - Handouts .......... 4-H-1
  - Transparencies .......... 4-T-1

5. Teaching and Learning

- Rationale .......... 5-1
- Lesson Plan Cover Sheet .......... 5-3
- Lesson Plan – OICPA .......... 5-5
- Lesson Plan - Learning Styles .......... 5-7

11

Lesson Plan - Instructional Strategies....5-13
  Resource List....5-16
  Handouts....5-H-1
  Transparencies....5-T-1
6. Behavior Management
Rationale....6-1
Lesson Plan Cover Sheet....6-2
Lesson Plan - Behavior Management Systems....6-4
Lesson Plan - Crisis Prevention....6-9
  Resource List....6-15
  Activities....6-A-1
  Handouts....6-H-1
  Transparencies....6-T-1
7. Social Skills
Rationale....7-1
Lesson Plan Cover Sheet....7-2
Lesson Plan....7-4
  Resource List....7-9
  Handouts....7-H-1
  Transparencies....7-T-1
8. Transition
Rationale....8-1
Lesson Plan Cover Sheet....8-2
Lesson Plan....8-4
  Activities....8-A-1
  Handouts....8-H-1
  Transparencies....8-T-1
9. Program and Classroom Evaluation
Rationale....9-1
Lesson Plan Cover Sheet....9-3
Lesson Plan....9-5
  Resource List....9-9
  Handouts....9-H-1
  Transparencies....9-T-1
10. Training Evaluation and Training Response Log
Training Evaluation....10-1
  Sample Training Evaluation....10-H-1
  Training Response Log....10-H-2

**About the Authors**....Appendix-1

**About OJJDP**....Appendix 2

**About the Center**....Appendix 3

# Introduction

The National Juvenile Detention Association (NJDA) is in the business of doing good things for youth and staff in juvenile confinement and custody facilities. NJDA's efforts include expanding the knowledge base of programs and services for confined youth through education, research, training, publications, and conferences. One of NJDA's core values is that troubled and troubling youth are reclaimed through healthy relationships with healthy adults in healthy environments. As a result, effective programs are a function of effective people.

The challenges of working with troubled youth cannot be overcome alone. As a result, NJDA helped to create the Alliance for Juvenile Justice, a partnership between the Juvenile Justice Trainers Association (JJTA), the National Association of Juvenile Correctional Agencies (NAJCA), the Council of Juvenile Correctional Administrators (CJCA), the American Correctional Association (ACA), and NJDA. The Alliance provides a unified voice about the issues facing juvenile custody and confinement facilities. From this perspective, staff development programs and educational programs for residents are two priority concerns.

Through grants from the Training and Technical Division (TTAD) of the Office of Juvenile Justice and Delinquency Prevention (OJJDP), NJDA has expanded its staff development efforts. NJDA's objective is to strengthen the internal, line staff training capacity of those agencies and organizations that provide confinement and custody to juvenile offenders. Historically, these agencies and organizations have never had sufficient resources to address staff development issues adequately. Through its focus on the development of internal staff training capacities, NJDA assists agencies and organizations in their efforts to become less reliant on external funding sources to accomplish their missions.

Training is the linchpin of staff development. National training needs assessments indicate that improved staff training programs are a top priority of juvenile confinement and custody staff. Adequate training resources and services are often not available to meet even basic staff training and development needs. Therefore, the strategy of NJDA has been the development of training resources and services directed to line staff in juvenile confinement facilities. The primary efforts have been curriculum development and in-house, staff trainer development.

Throughout the training needs assessment process, NJDA identified a consistent theme that reflects a common and widespread concern within juvenile confinement facilities. Educators in these facilities often feel alienated and frequently ill-prepared to assume full participation in the programs and services for juvenile offenders. In some instances, education is the only program provided to juveniles in confinement facilities. Because of the importance of education and educators to be fully integrated in the programs and services of the institution, NJDA initiated two projects to address this problem.

First, the Board of Directors of NJDA authorized the creation of a National Council for Educators of At-Risk and Delinquent Youth. The objective of the Educator's Council is to address the issues and concerns of juvenile confinement educators. By creating the Educator's Council within the organizational structure of NJDA, interaction between institutional and educational staff can be maximized.

Second, NJDA secured additional funding from OJJDP to develop and implement a 40-hour, core training curriculum for line staff in education programs in juvenile confinement and custody facilities. This curriculum is the product of that project.

This curriculum is primarily intended for the pre-service training of teachers new to juvenile confinement education programs. As such it is unique as well as sorely needed. Previously, there have been few if any training opportunities for educators of youth in confinement facilities, most of whom come to this experience after time spent in the public school system. Except for a handful of graduate programs, little opportunity exists to receive formal training (at the graduate or undergraduate level) in correctional education as a pedagogic specialty. Most juvenile corrections or detention systems offer nothing in terms of pre-service training, except for the commonly mandatory few hours or days of security type training. As a result, most teachers enter juvenile confinement facilities without adequate preparation for the particular role of teacher of delinquent children in secure settings.

Regardless of these teachers' experience or knowledge in their subject area, they are seldom prepared for what awaits them in the juvenile confinement setting. Students come and go in an open entry/open exit format. Classes are rarely uniform in either age, grade level, academic competency, or behavior. Teachers have to interact with a number of other professionals whom they are not used to in the public school setting, e.g., counselors, direct care staff, court workers, probation officers, and medical personnel. They often have to integrate aspects of the youths' treatment plan and institutional discipline system into their classroom conduct. Children in institutional settings often are plagued by a host of problems and worries, which show up as difficult, sometimes violent, behavior in the classroom.

This curriculum is based on the premise that teachers who choose to work in confinement facilities deserve good pre-service training and that their students deserve teachers who are properly trained for this environment. This curriculum, prepared and tested by experienced educators in detention and correctional education, provides a sequence of modules focusing on the essentials of confinement education, while providing abundant practice through role play, exercises, and journal writing to apply the materials individually. It provides information on the juvenile justice system and the characteristics of juvenile offenders. It assists new educators in confinement facilities in developing assessments and curriculums that meet the specific needs of their students and are in compliance with existing national standards. It provides pointers and practice in teaching for better behavior management as well as for the development of specific skills. It introduces the teacher's role in developing students' social skills and assisting students as they make their transitions into and out of the confinement facility. Finally, this curriculum provides suggestions for program and classroom evaluation as a gauge of effectiveness and a basis for improvement.

Through the efforts of NJDA, this educator's training curriculum is now available on the national level, where it is likely to prove useful not only to new teachers in confinement facilities but to other institutional staff as well. In addition to pre-service training, the curriculum can also be used by agencies/districts as an in-service tool to upgrade and update the skills of teachers already in a juvenile confinement education program. In order to increase the effectiveness of the training program it is recommended that individuals delivering the training have experience in working with youth in confinement facilities and possess knowledge of juvenile justice/education issues. It is also important that the individuals have trainer/facilitator skills to promote optimum learning for adult learners. Since many participants in the training will be seeking Continuing Education credits to maintain their credentials, it is highly recommended that the individuals delivering the training be approved by the university/agency granting the credits.

Education is one of several tools – perhaps the most important one – which can bring delinquent youths around and restore them to their family and community. The educator who not only knows a subject but who understands and knows how to reach and teach delinquent youth is a critical restorative agent. This curriculum, it is hoped, will help education line staff in juvenile confinement facilities get off to a good start and reach their full potential sooner and with less trial and error.

Osa Coffey, Ph.D.
Chief Project Editor

Dave Roush, Ph.D.
Director
NJDA Center for Research and Professional Development
Project Manager

*"Every single being is*
*of infinite worth and value –*
*especially kids.*
*Kids respond amazingly*
*to acceptance and respect*
*and love*
*and live up to whatever*
*expectations an*
*accepting person has of them"*

Billy Dean Nave, Jr.
1990 Maine Teacher of the Year

# Trends and Issues in Juvenile Justice and Education

## Rationale

Contemporary juvenile justice is a paradox. On the one hand, many are calling for the end of the juvenile justice system in response to perceptions of its ineffectiveness and increasing juvenile crime. On the other hand, a new, comprehensive strategy at the federal level is seen as a promising sign, along with decreases in numbers of juvenile crime, that the death knell of juvenile justice effectiveness was premature.

The OJJDP Comprehensive Strategy outlines a systematic and rational approach to delinquency prevention. Emphasizing graduated sanctions and a continuum of services, the Comprehensive Strategy stresses the matching of offenders strengths and weaknesses with the most appropriate and least restrictive services and alternatives. The Comprehensive Strategy is a responsible and cost effective approach.

Embedded in the Comprehensive Strategy is the Balanced and Restorative Justice (BARJ) model. BARJ is a combination of the Balanced Approach and the Restorative Justice model. The Balanced Approach contains three key components: community protection, accountability, and offender competency development. All three are interwoven, requiring juvenile justice to pay equal (in some areas, more) attention to each. Within the area of competency development, a greater emphasis is placed on programs. Education is the foundation of programming within juvenile facilities.

The Restorative Justice element addresses the concept of offender responsibility to the victim and the community. Restorative Justice talks about "making whole" the victim and/or the community. Restitution is a central component of the Restorative Justice element.

The implementation of the Comprehensive Strategy parallels legislative reforms in juvenile justice. Most states have passed new laws that increase the number of youth transferred from juvenile court to adult court jurisdiction. Furthermore, most of these laws lower the age at which transfer can occur. For juvenile justice institutions, this means that many of the most violent offenders are no longer in the juvenile justice system and that the average age of the institutionalized juvenile offender is younger. Other studies indicate that the frequency and intensity of emotional and learning problems are also increasing. Because education is a mainstay of programs in juvenile facilities, the challenges to education now and in the future center around the ability to work with a younger population that has a more challenging mix of emotional and learning problems.

CENTER FOR RESEARCH AND PROFESSIONAL DEVELOPMENT NJDA

# National Juvenile Detention Association

## Lesson Plan Cover Sheet

**COURSE TITLE** Training Curriculum for Educators of Youth in Confinement

**MODULE TITLE** Trends and Issues in Juvenile Justice and Education

**INSTRUCTOR(S)**

| | |
|---|---|
| **TIME FRAME** | |
| **TOTAL (HOURS/MINUTES)** | 3 hours 0 minutes |
| **SUGGESTED SCHEDULE (BEGIN/END)** | Day:<br>Time(s): |

| | |
|---|---|
| **TARGET POPULATION** | Ed. Admin./Educators<br>Program, Facility Directors<br>Juvenile Confinement Facility |
| **NUMBER OF PARTICIPANTS** | 20-30 |
| **SPACE REQUIREMENTS** | |

**PERFORMANCE OBJECTIVE(S)**

Following this session participants will be able to:

1. Identify the lens through which they view juvenile delinquents and explain the impact this viewpoint has on classroom and program activities;
2. Evaluate current trends and issues based on the history of the juvenile justice system;
3. Evaluate the impact of the Comprehensive Strategy, Balanced and Restorative Justice and Disproportionate Minority Confinement on educational programs in confinement facilities;
4. Apply best practice educational principles to classroom and program activities; and,
5. Apply strengths-based interventions to classroom and program activities.

**EVALUATION PROCEDURES**

Self assessment, group discussion, trainer observation, and journal writing

**METHODS/TECHNIQUES**
Self assessment inventory, small group activity, large group discussion, and journal entry.

**INSTRUCTOR MATERIALS**

1. Lesson Plan
2. Transparencies

**EQUIPMENT AND SUPPLIES NEEDED**

X FLIPCHART & STAND (# NEEDED) 1
X FLIPCHART PADS (# NEEDED): 1
____ CHALKBOARD
____ 16 MM PROJECTOR
____ FILM LENGTH: ____ MINUTES
____ SLIDE PROJECTOR
TYPE: ____ CAROUSEL
____ TRAY
____ SOUND-ON-SLIDE
____ SCREEN
X FELT-TIP MARKERS
X MASKING TAPE

____ VIDEO PLAYER
TYPE: ____ ½" VHS
____ OTHER (SPECIFY BELOW)
VIDEO TAPE LENGTH: ____ MINUTES
____ VIDEO TAPE RECORDER WITH CAMERA
____ PUBLIC ADDRESS SYSTEM
X OVERHEAD PROJECTOR
X OTHER (SPECIFY)
Transparencies

**PARTICIPANT MATERIALS (HANDOUTS)**

| TITLE | # NEEDED | WHEN DISTRIBUTED | COMMENTS |
|---|---|---|---|
| 1. Attitudes about Delinquents Inventory | 1/trainee | Anticipatory Set | |
| 2. Historical Perspective | 1/trainee | Instructional Input | |
| 3. New Perspective | 1/trainee | Instructional Input | |
| 4. DMC | 1/trainee | Instructional Input | |
| 5. Educational Perspective | 1/trainee | Instructional Input | |
| 6. Strengths-Based Approach | 1/trainee | Instructional Input | |
| 7. Training Response Log | 1/trainee | Independent Practice | |

# Lesson Plan

| TRENDS AND ISSUES LESSON PLAN | NOTES TO TRAINER |
|---|---|
| **ANTICIPATORY SET**<br>**Introduction:** The trainer will provide trainees with the following background information about the juvenile justice system.<br>Contemporary American juvenile justice is controversial. Some, who perceive it as having been ineffective in curbing juvenile crime, suggest that the juvenile justice system be, if not abolished, at least considerably restructured. These people want to emphasize punishment, especially for violent juvenile offenders, often by having them tried as adults in adult courts at an earlier age. Yet, most forms of juvenile crime have experienced a decline in incidence in recent years. Furthermore, a new comprehensive strategy at the federal level is seen as promising in achieving further reductions in juvenile crime through a number of preventive as well restorative practices.<br>The OJJDP Comprehensive Strategy outlines a systematic and effective approach to delinquency prevention. Emphasizing graduated sanctions and a continuum of services, the Comprehensive Strategy stresses the matching of offenders' strengths and weaknesses with the most appropriate and least restrictive services and alternatives. The Comprehensive Strategy is a responsible and cost effective approach.<br>Embedded in the Comprehensive Strategy is the Balanced and Restorative Justice (BARJ) model. BARJ is a combination of the Balanced Approach and the Restorative Justice model. The Balanced Approach contains three key components: community protections, accountability, and offender competency development. All three are interwoven, requiring juvenile justice to pay equal attention to each. Within the area of competency development, the greatest emphasis is placed on programs. Education is the foundation of programming within juvenile facilities.<br>The Restorative Justice element addresses the offender's responsibility to the victim and the community. Restorative Justice emphasizes "making whole" the victim and/or the community. Restitution is a common component of the Restorative Justice model. How one views the offender not only affects their assumptions about him/her but it also shapes the options and strategies used to restore the victim, | 🕒 1 hour, 30 minutes<br>Show Transparency 1-T-1. (Optional) |

**TRENDS AND ISSUES LESSON PLAN** | **NOTES TO TRAINER**

offender and community.

**Activity: Attitudes About Delinquents Inventory**

**Purpose:**

The purpose of this activity is to help trainees understand their thoughts, feelings, and points of view regarding juvenile delinquency and the students with whom they will work. This understanding is important because these thoughts and perceptions shape the attitudes, service structures and practices that are formed and actualized in classrooms and educational programs. This exercise will give trainees the opportunity to self assess regarding their set of "lenses" and the impact this perception may have on the way that they and other juvenile justice professionals work with youth.

Distribute "Attitudes About Delinquents Inventory". Instructions for scoring can be found at the end of the instrument.

**Procedure:**

The trainer will instruct the trainees to complete and score the "Attitudes About Delinquents Inventory."

**Debriefing:**

To reduce the highly complex issue of how we view other people we may look at it as viewing reality through a set of lenses. Lenses shape what we know to be possible and impossible and influence our actions. Things that are outside the scope of our lens seem to be absurd (Zehr, 1990). The three scores that are figured correspond, in a highly simplified way, to three particular ways or lenses through which youth are viewed in the juvenile justice system. These lenses focus attention in a certain way, while limiting or filtering out alternative images and viewpoints. Two of the lenses (victim and villain) are historically grounded, traditional, and deeply ingrained in the system. Through both of these lenses delinquents are viewed as fundamentally different from other youth. The third (resource) is an emerging lens, thought to hold important promise for the design and delivery of services in the

| TRENDS AND ISSUES LESSON PLAN | NOTES TO TRAINER |
|---|---|
| juvenile justice field. Through the resource lens delinquents are valued and viewed as needing the same skills all youth need for conventional adulthood. | |
| Addressing each lens individually, the trainer will ask the trainees to participate in a series of brainstorming exercises. The trainer will use the following questions to initiate the process:<br>• Using a one word or phrase descriptor, how would you describe the youth as he/she is viewed through the villain lens? (Repeat for victim and resource lenses.)<br>• In terms of program and classroom activities, what are the implications of viewing youth through the villain lens? (Repeat for victim and resource lenses.)<br>• Which professional groups are most closely aligned with the villain lens? (Repeat for victim and resource lenses.) | Label pieces of newsprint "victim", "villain" and "resource". Record trainees' responses to each question.<br>To initiate responses, trainer may show transparency 1-T-2 through 1-T-7, revealing one response at a time. |
| The trainer will summarize the discussion by reminding trainees of the old adage, "What you see is what you get!" If you see a villain you will get a villain and so forth. These lenses impact job responsibilities. If you see a villain your job becomes what you do **to** them. If you see a victim, your job becomes what you do **for** them. And if you see the youth as resources, your job becomes what you do **with** them. | Highlight this point on newsprint sheets corresponding to each lens. |
| INSTRUCTIONAL INPUT | 🕒 1 hour (depending on delivery method) |
| The juvenile justice system has a long history that has shaped and molded policy and practice as practitioners know it today. To understand the lenses through which the students in our classrooms are viewed, it is important to reflect upon the historical perspective that formed the basis of these ideas. It is also important to understand what philosophies and perceptions are driving the field of juvenile justice today. | Information on the trends and issues of juvenile justice and education is included on the "Background Information" sheets in the Activities section of this module. |
| The intent of this module is to give the educator in a confinement facility, the background information necessary to understand the movements and reforms in the juvenile justice system. To do this we must begin with the advent of the juvenile court system and conclude with the recent shifts in philosophy toward accountability, graduated sanctions, restorative justice, disproportionate minority confinement (DMC) and strengths based approach to programming. | This module differs from the other modules in that the content is designed to lay the foundation for the training. Depending on the purpose of the training, the trainer has several delivery options:<br>1. Lecture format – the trainer develops lecture based on the |

| TRENDS AND ISSUES LESSON PLAN | NOTES TO TRAINER |
|---|---|
|  | information contained in the background sheets.<br>2. Small group format – each group is given one information sheet to read, discuss and report back to the larger group.<br>3. Mini-lecture and discussion – the trainer provides the basic information and facilitates a group discussion.<br>4. Handouts – the trainer distributes the information sheets as handouts. |
| **GUIDED PRACTICE**<br>Following the delivery of information (see delivery options in Notes to Trainer), the trainer will lead a group discussion on the "Implications of the Trends and Issues in Juvenile Justice for Educators." The following questions may be used to initiate the discussion: How has the history of juvenile justice impacted educational programs? How are the current trends and issues in both juvenile justice and education impacting education programs in confinement facilities? How can a strengths based approach to programming be implemented in the school programs? What current "Best Practices" should be implemented in education programs? | ⏱ 30 minutes<br>Label newsprint with trends and issues: History, Comprehensive Strategy, Balanced and Restorative Justice, Disproportionate Minority Confinement, Strengths Based Programming, Educational Principles. As the group identifies implications for educators, record responses on the newsprint. |
| **INDEPENDENT PRACTICE**<br>The trainer will introduce the Training Response Log. The Training Response Log is a journal. At the end of each module in the training, the trainers will post a question to the trainees, the response to which will allow the trainees to apply information presented in the module to their current position, program, facility or system. The trainer will allow the trainees 15 minutes to complete individual responses. The trainer will ask trainees to form small groups to discuss responses. This response time is voluntary depending upon the nature of the trainees' responses. | ⏱ 30 minutes<br>Show Transparency 1-T-8.<br>Reproduce the Training Response Log (located behind the final tab divider in the curriculum) as a separate document or provide trainees with individual module handout at the end of each session. |

| TRENDS AND ISSUES LESSON PLAN | NOTES TO TRAINER |
|---|---|
| The trainer will ask the trainees to respond to the following questions in their Training Response Log:<br>In the facility where I teach, through what lens do we view the students? What implications does this have for programming? How does this view affect my decisions in my classroom? If I wanted to change lenses, what would I do differently? | |

## Current Trends and Issues in Juvenile Justice & Education Resources

Bandura, A. (1977). Self-efficacy: Toward a unifying theory of behavioral change. ***Psychological Review, 84***, 191-215.

Bazemore, G., Terry, G., and Terry, W.C. (1997). Developing delinquent youths: A reintegrative model for rehabilitation and a new role for the juvenile justice system. ***Child Welfare, 76*** (5), 665-716.

United States. U.S. Department of Justice. Office of Juvenile Justice and Delinquency Prevention. ***Balanced and restorative justice: Program summary***. Washington, DC: 1994.

Berg, I.K. (1994). ***Family-based services: A solution-focused approach***. New York: W.W. Norton.

Clark, M.D. (1998). Strength-based practice: The ABC's of working with adolescents who don't want to work with you. ***Federal Probation***.

Darling-Hammond, L. (1997). ***The right to learn: A blueprint for creating schools that work***. San Francisco: Jossey-Bass Publishers.

*Disproportionate Men. Conf. Info Sheet* – CRA Jan 19, 1995-Jan 20, 1995

Feyerherm, W. (1993). ***The status of the states: A review of state materials regarding overrepresentation of minority youth in the juvenile justice system***. Portland, OR: Portland State University.

Howell, J. C. (Ed.). (1995b, May). ***Guide to implementing the comprehensive strategy for serious, violent, and chronic juvenile offenders.*** Washington, D.C.: U. S. Department of Justice, Office of Justice Programs, Office of Juvenile Justice and Delinquency Prevention.

Lemert, E. (1967) ***Human deviance, social problems, and social control.*** Edgewood Cliffs, NJ: Prentice Hall.

Maloney, D., Romig, D., & Armstrong, T. (1988, September). Juvenile Probation: The balanced approach. ***Juvenile & Family Court Journal, 39,*** 1-63.

Nissen, L. (1998). ***The power of the strengths approach: Finding a balance in the juvenile justice system***. Training conducted throughout the Colorado Division of Youth Corrections, Denver, Colorado.

Roscoe, M. & Morton, R. (1994, April). ***Disproportionate minority confinement***. Washington, D.C.: Office of Juvenile Justice and Delinquency Prevention.

Pope, C.E., and Feyerherm, W. (1990). ***Minority status and juvenile justice processing***. Parts I and II. Criminal Justice Abstracts 22(2): 327-336 (part I); 22(3): 527-542 (part II).

Pope, C. E., & Feyerherm, W. (1993, December). ***Minorities and the juvenile justice system: Research summary***. Washington, D.C.: Office of Juvenile Justice and Delinquency Prevention.

Roush, D. W. (1996, October). ***Desktop guide to good juvenile detention practice.*** Washington, D.C.: U. S. Department of Justice, Office of Juvenile Justice and Delinquency Prevention.

Rutter, M. (1993). Resiliency: Some conceptual considerations. ***Journal of Adolescent Health*, *14***, 626-631.

Van Ness, D. (1990). Restorative Justice. In B. Galaway & J. Hudson (Eds.), ***Criminal justice, restitution, and reconciliation***. Morrisey, NJ: Willow.

Wilson, J. J., & Howell, J. C. (1993, December). ***Comprehensive strategy for serious, violent and chronic juvenile offenders: Program summary.*** Washington, DC: Office of Juvenile Justice and Delinquency Prevention, U.S. Department of Justice.

Zehr, H. (1990). ***Changing Lenses***. Scotsdale, PA: Herald Press.

Ziemelman, S., Hyde, A., & Daniels, H. (1993). ***Best practice: New standards for teaching and learning in America's schools***. Portsmouth, New Hampshire: Heinemann Press.

# Attitudes About Delinquents Inventory

Please circle the response which most closely approximates your point of view:

| | Strongly Agree | Agree | Disagree | Strongly Disagree |
|---|---|---|---|---|
| 1. Delinquency is a symptom of underlying psychological disturbance. | 4 | 3 | 2 | 1 |
| 2. Delinquency is motivated by evil impulses or lack of restraint due to permissiveness and absence of punishment. | 4 | 3 | 2 | 1 |
| 3. Delinquents are capable of productive contributions. | 4 | 3 | 2 | 1 |
| 4. Delinquents are fundamentally different from other adolescents in psychological and emotional makeup in terms of mental deficiencies or problems. | 4 | 3 | 2 | 1 |
| 5. Some offenders need individual treatment; others may be unnecessarily stigmatized or harmed by therapeutic interventions. | 4 | 3 | 2 | 1 |
| 6. Treatment and services may be inappropriate and ineffective in the absence of punishment. | 4 | 3 | 2 | 1 |
| 7. Delinquents are similar to other adolescents. | 4 | 3 | 2 | 1 |
| 8. Delinquency is a relatively normal response to the need for status and belonging. | 4 | 3 | 2 | 1 |
| 9. Delinquents are fundamentally different from other adolescents in motivation and impulse for deviant behavior. | 4 | 3 | 2 | 1 |
| 10. Most offenders need individual treatment and benefit from therapeutic interventions. | 4 | 3 | 2 | 1 |
| 11. Delinquents are incapable of productive, rational action without therapeutic intervention. | 4 | 3 | 2 | 1 |
| 12. Delinquents are incapable of conventional behavior without threat of punishment and strict discipline. | 4 | 3 | 2 | 1 |
| 13. The chief causes of delinquency are poor parenting, psychological problems, and a high level of vulnerability to environmental risks. | 4 | 3 | 2 | 1 |
| 14. Delinquents want to improve their behavior and are capable of doing so with appropriate guidance and support. | 4 | 3 | 2 | 1 |
| 15. The chief causes of delinquency are poor choices, lack of opportunity to participate meaningfully in the community, and lack of systems knowledge of how to access and mobilize the energy of youth in positive ways. | 4 | 3 | 2 | 1 |

| | Strongly Agree | Agree | Disagree | Strongly Disagree |
|---|---|---|---|---|
| 16. The chief causes of delinquency are youth who have predatory personalities, greed and lack of bonding to the institutions of society. | 4 | 3 | 2 | 1 |
| 17. Delinquents' desire to change is based on sustained therapeutic interventions and resolution of deep psychological damage. | 4 | 3 | 2 | 1 |
| 18: Delinquents don't want to change their behavior but with careful sanctioning can be controlled. | 4 | 3 | 2 | 1 |

## Scoring:

| | |
|---|---|
| Category 1: Add numbers 1, 4, 10, 11, 13, and 17.<br>This score reflects the extent to which you view youth in the juvenile justice system as victims. | |
| Category 2: Add numbers 2, 6, 9, 12, 16 and 18.<br>This score reflects the extent to which you view youth in the juvenile justice system as villains. | |
| Category 3: Add numbers 3, 5, 7, 8, 14, and 15.<br>This score reflects the extent to which you view youth in the juvenile justice system as resources. | |

## Juvenile Justice:
## An Historical Perspective

Sixteenth century education and religious reform movements in Europe laid the foundation for the juvenile court movement in this country. As a result of these movements, the public view of children changed. Children were no longer perceived as "miniature adults" but as beings with developing moral and cognitive capacities, thus requiring programs which would assist in mentally and morally shaping and molding them.

Increased juvenile crime, resulting from industrialization, immigration and rapid urbanization, forced the American public to initiate a series of social reforms to protect children, particularly from their surroundings. These reforms were the predecessors of the juvenile court movement. Houses of Refuge were designed so that children could be removed from adult prisons and poor houses. The development of probation as a sentencing alternative is another example of such reforms.

Common practice attributes the invention of the juvenile court system to Cook County, Illinois, in 1899, although it appears as though parallel evolutions were occurring in many states. The Illinois Juvenile Court Act created a separate court for children, recognized juvenile court as a civil court (as opposed to criminal court) with emphasis on rehabilitation and treatment, and created a system of probation. By the mid-1920's nearly every state enacted similar juvenile court statutes.

Very little is written about the history of juvenile detention in the United States. There appears to be three major phases in the development of juvenile detention, including the one we are in. The current period is marked by an increase in juvenile violent crime, the continued disintegration of the family, and a punitive public sentiment. These have pushed juvenile detention to play a major role in the juvenile justice system. As a result, the number of facilities is increasing, while existing facilities are expanding.

The other two periods are identified as pre- and post-World War II. For the first 50 years after the establishment of juvenile court, detention occurred in home-like settings for status offenders, minor offenders and dependent-neglected children or in jails for serious offenders. Debate surrounds the identification of the first juvenile detention center in the United States, as both the Arthur J. Audey Home, operated by the Cook County Juvenile Court in Chicago, and the Los Angeles County Juvenile Hall were established in 1906. Following World War II many new facilities were constructed. Professionals in the juvenile justice system began to investigate the problems surrounding juvenile delinquency and the jailing of juveniles. Their findings emphasized the need for appropriate detention facilities for children and youth.

Recent history has seen the juvenile justice system come under attack by outsiders who feel that the system has failed to meet its promise to control juvenile delinquency. Efforts to improve the system have included the formation of professional associations such as the National Juvenile Detention Association (NJDA), National Council of Juvenile and Family Court Judges (NCJFCJ) and the American Correctional Association (ACA). There has also been a push for national training and standards to identify and legitimize juvenile detention as an integral part of the juvenile justice system. These changes could only be made if there also was a shift in the paradigms of the juvenile justice system.

The rethinking of juvenile justice in recent years has led to:

- A balanced approach to juvenile justice that is inclusive rather than exclusive of effective concepts, programs, and ideas and that recognizes the holistic nature of delinquency prevention by placing a greater emphasis on the family, community, meaningful employment, and aftercare services;
- Greatly improved research capabilities that have facilitated the gathering of more accurate statistics and the establishment of an empirical, research-driven set of criteria for evaluating effectiveness principles;
- The development of a continuum of services that more accurately meets the needs of the offender, while safeguarding community protection and providing cost-effective services;
- A shift to a social competence model that includes a developmental, ecological, and skill-based approach to working with the juvenile offender and an emphasis on the identification of skill deficits associated with delinquency and on the effective matching of programs to meet these needs; and
- The development and dissemination of effective program models.

These paradigm shifts have laid the ground work for a new, more effective juvenile justice system. The following sections in this module outline some of these guiding principles.

## Juvenile Justice:
## A New Perspective

The evolution of juvenile justice policy reflects changes in society, improved research and dissemination of effective practices, proven strategies for intervention, and an increased emphasis on teaching responsibility by holding offenders more accountable. The Office of Juvenile Justice and Delinquency Prevention (OJJDP) blended current best juvenile justice theory and practice to produce promising and comprehensive intervention and prevention strategies, particularly for the most difficult juveniles. These principles are found in OJJDP's *Comprehensive Strategy for Serious, Violent, and Chronic Juvenile Offenders* (Wilson & Howell, 1993) and *Balanced and Restorative Justice Model* (Bazemore & Umbreit, 1994). It is the responsibility of practitioners and educators to implement interventions compatible with the Comprehensive Strategy.

### Comprehensive Strategy

The *Comprehensive Strategy* and its companion piece, the *Guide for Implementing the Comprehensive Strategy for Serious, Violent, and Chronic Juvenile Offenders* (Howell, 1995), provide clear and usable recommendations for effective interventions with juvenile offenders. The strategy contains three components: general principles, prevention strategies, and intervention guidelines.

The following **general principles** provide the framework for the delinquency prevention and intervention strategy:

- Strengthen the ability of the family to fulfill its primary obligations to instill pro-social values in younger generations.
- Provide family surrogates to nurture children when no functional family unit is available.
- Support core social institutions (i.e., the school, religious institutions, and community organizations) in their role of developing capable, mature, and responsible youth.
- Intervene immediately and effectively when delinquent behavior occurs in order to successfully prevent delinquent offenders from becoming chronic offenders.
- Identify and control the small groups of serious, violent, and chronic juvenile offenders who have committed felony offenses or who have failed to respond to intervention and community-based treatment and rehabilitation services.

The **prevention strategies** focus on the five categories that current research has identified as causes and correlates of delinquency: individual characteristics, family influences, school experiences, peer-group influences, and neighborhood and community. Prevention strategies that target these five categories include:

- Programs that focus on the development of moral, spiritual, and civic values, along with opportunities to acquire a variety of social and vocational skills;
- Programs that focus on strengthening the family at the earliest point of impact in order to reduce negative family involvement factors;
- Education programs for all at-risk youth that focus on increasing the attachments of youth to the school experience and to teachers;
- Programs that focus on peer-group influences, especially concerning gang membership and drug and alcohol use; and
- Programs that focus on developing safe environments for children to live.

The strategy's **intervention guidelines** include a system of graduated sanctions and a continuum of treatment alternatives including immediate intervention, intermediate sanctions, community-based corrections sanctions, and restitution and community service when appropriate. Graduated sanctions emphasize accountability through the accurate matching of offender needs and strengths with the appropriate sanctions within a continuum of intervention services. The Comprehensive Strategy's intervention guidelines incorporate the principles of the Balanced and Restorative Justice Model.

**Balanced and Restorative Justice (BARJ)**

The *Balanced and Restorative Justice Model* integrates two models of justice, the "Balanced Approach" (Maloney, Romig, & Armstrong, 1988) and the "Restorative Justice" philosophy (Umbreit, 1989; Van Ness, 1990; Zehr, 1990). The basic assumption of the "Balanced Approach" is that the community, victim, and offender should receive balanced attention. All three should gain tangible benefits from their interaction with the juvenile justice system. The three pathways of intervention outlined in the "Balanced Approach" are accountability, community protections, and competency development. Educational programs promote accountability by helping students understand consequences and an awareness of the victim's rights and needs. Educational programs also prepare students to give back to the community, victim, and themselves by developing competencies in students that will allow them to be successful and contributing members of society. Examples of successful programs that have adopted the "Balanced Approach" include:

- Carver County Court Services in Chaska, Minnesota, in collaboration with the state Department of Corrections and a local educational cooperative, has developed a community service program, STS Plus, which combines making amends for harm by serving the community with competency building objectives based on an individual educational plan.
- Center for Community Justice, Elkhart, Indiana, requires older juveniles, who may have previously failed in the system and risk continuing their negative behavior into adulthood, to develop a contract for making amends. The contract routinely involves restitution to the victim, voluntary service as symbolic restitution to the community, and specific self-improvement activities, and may also include face-to-face mediation with the victim.
- Deschutes County, Oregon, requires juvenile offenders to work to provide wood for fuel for seniors and help construct shelters for those in need as a way of making amends to the community, enhancing competencies, and building connections to conventional community members.

The contribution of the "Restorative Justice" philosophy to the current accountability-based juvenile justice policy is to promote maximum involvement of the victim, offender, and community in the juvenile justice process. Within the context of a "Restorative Justice" philosophy, the "Balanced Approach" mission helps juvenile justice systems become more responsive to the needs of victims, offenders, and the community. The primary focus is on making things right, making things whole again for all players. While all of these components play a central role in this integrated model, the focal point is **accountability**. Accountability means that when a crime occurs, a debt is incurred. The Balanced and Restorative Justice model requires that every effort be made by offenders and the system to restore losses suffered by victims and/or the community.

## Education Trends and Implications for the Juvenile Justice System

The United States has entered an era of information technologies and service industries, leaving behind an agrarian, manufacturing economy. One of the distinguishing characteristics of success, perhaps even survival, in the information age is the acquisition of knowledge and the ability to learn. Youth in confinement settings typically have had many unsuccessful school experiences making it imperative that the correctional educator teach them skills and knowledge needed to compete, succeed and survive in the technological age.

In her book, *The Right to Learn*, Linda Darling-Hammond describes an education "that helps students locate who they are and how they can make a contribution to the world - that stretches them to achieve very high standards yet affirms their basic humanity and right to pursue what matters most to them" (1997). The future of incarcerated students depends largely on their learning how to make meaning of the world beyond life on the streets, in the gangs, or behind bars.

In their book *Best Practice* (1993), Zimelman, Hyde, and Daniels discuss new standards for teaching and learning in America's schools. Their research base for writing the book was schools and classrooms in inner city Chicago where students come from high poverty and crime neighborhoods. Many of America's incarcerated youth have similar backgrounds. Their book contends that thirteen interlocking principles characterize best practices in education which have implications for teaching youth in confinement:

**Student Centered** The best starting point for schooling is student's real interest. All across the curriculum, investigating students' own questions should always take precedence over studying arbitrarily and distantly selected "content".

**Experiential** Active, hands-on, concrete experience is the most powerful and natural form of learning. Students should be immersed in the most direct possible experience of the content of every subject.

**Reflective** Balancing the immersion in direct experience must be opportunities for learners to look back, to reflect, to debrief, to abstract from their experiences what they have felt and thought and learned.

**Authentic** Real, rich, complex ideas and materials are at the heart of the curriculum. Lessons or textbooks which water down, control, or oversimplify content ultimately disempower students.

**Holistic** Students learn best when they encounter whole, real ideas, events, and materials in purposeful contexts and not by studying sub-parts isolated from actual use.

**Social** Learning is always socially constructed and often interactional; teachers need to create classroom interactions which "scaffold" learning.

**Collaborative** Cooperative learning activities tap the social power of learning better than competitive and individualistic approaches.

**Democratic** The classroom is a model community; students learn what they live as citizens of the school.

**Cognitive** The most powerful learning for students comes from developing true understanding of concepts and higher order thinking.

**Developmental** Students grow through a series of definable but not rigid stages, and schooling should fit its activities to the developmental level of students.

**Constructivist** Students do not just receive content. In a very real sense, they re-create and re-invent every cognitive system they encounter, including language, literacy, and mathematics.

**Psycholinguistic** The process of oral language acquisition provides our best model of complex human learning and, once learned, language itself becomes the primary tool for more learning, whatever the subject matter.

**Challenging** Students learn best when faced with genuine challenges, choices and responsibility in their own learning.

A careful review of each of these principles illustrates a vision for learning in confinement settings for youth. Unlike students not involved in the juvenile justice system, youth in confinement find themselves caught in an intricate process of probation, restitution, community service, transition, and judicial proceedings. How will they make meaning of this process, locate who they are in the world, and apply knowledge to rise above and pull out of the cycle of crime?

The focus for teaching youth in confinement must be centered on the learner and on learning. Current trends in education and educational reform emphasize the importance of helping students know who they are and make meaning of their world. For incarcerated students that means the world inside *and* the world outside.

## Juvenile Justice and Education
## Strengths-Based Approach

Viewing delinquents through a resource lens requires the development of programs that allow a proactive empowerment of youth. A strengths-based approach rooted in resiliency research (Rutter, 1993), social learning theory (Bandura, 1977), and the labeling perspective (Becker and Lemert, 1973) meets this requirement. The strengths-based perspective is a mindset advocating approaching clients with a greater concern for strengths and competencies. Interventions shift attention toward a developmental, rather than a pathological, model for treatment. The focus of a strengths-based approach is providing the support, through the development of trusting relationships, and skills that permits a youth to meet needs and surmount life's difficulties. In the strengths perspective the youth is viewed as unique with talents and resources. Intervention is possibility-focused with an emphasis on choice, control, and commitment. Individuals, families, and communities are viewed as the decision-makers and the experts.

It is often difficult to bridge research and theory to actual practice. According to Clark (1998) this bridge is constructed when the principles of the strengths-based approach are combined with the techniques of solution-focused therapy (Berg, 1994). Clark identifies the six principles of the strengths-based approach as Accountability-Action, Believing-Brief, and Cooperation-Competency. The strengths-based approach holds youth accountable by requiring youth to move beyond passive admission of wrong doing to behavior change. Behavior change or action is defined as efforts or first steps that help youth or family members change. Believing refers to the workers' belief in the clients' ability to change. High staff expectations influence client behavior. Strengths-based interventions are brief when compared to problem-solving interventions because the focus is on practical solutions as opposed to causation. The last two principles are best described in tandem. They are closely linked because cooperation can be raised in proportion to efforts made to recognize the competence of the youth. Cooperation is a condition derived from the interaction between a worker and the youth. This interaction fosters the development of competencies in the youth.

Following is a list of practical application tips for implementing strengths-based interventions in juvenile justice settings. Although developed by and for juvenile justice professionals, the concepts are equally applicable for educators in confinement facilities.

### Thirty-eight Things a Juvenile Justice Professional Can Do to Build on Youth and Family Strengths

1. Envision and expect meaningful success with the youth you work with on a day-to- day basis.
2. Support the youth in developing meaningful and positive visions of the future.
3. Support and assist youth to understand and develop the strength of accountability for past delinquent behavior, including practical ways to give back or to make restitution beyond those that are required by a court.
4. Recognize positive leadership in youth. Reinforce how this asset may assist youth in positive bonding to their community.
5. Maintain high standards of behavior and achievement. Avoid lowering standards because of stereotypes of what juvenile delinquents are or are not capable of accomplishing.

6. Find out what interests and inspires youth, discuss it with them, and devise practical ways to build bridges for this interest and the youth's current circumstances.
7. Recognize and celebrate the expression of integrity, responsibility, effective problem solving, communication and/or conflict resolution.
8. Search out, engage, and mobilize the strengths of the youth's cultural identity.
9. Listen to and respect the youth's goals, aspirations, and ideas about success.
10. Believe and act as if there is no upper limit on what human beings are capable of changing, taking responsibility for, and healing from, no matter what kind of challenges are faced.
11. Resist relying exclusively on risk scores or diagnostic categories rather than on the actual interpretations and aspirations of youth for service planning.
12. Spend time with youth listening to them, discussing current events, social issues, and problems, and discussing how they plan on contributing in a positive way to the world around them.
13. Remember to seek out, recognize, and build on the youth's strengths, gifts, and interests in service planning.
14. Acknowledge and reinforce any type of positive and pro-social behavior.
15. Support youth's assessment of their own strengths and community needs and help them to see their role in improving local community status.
16. Support and invite the inclusion of families as full partners in the treatment and services regarding their children. Avoid negatively stereotyping a family's identity or its capability.
17. Laugh with youth. Acknowledge and enjoy their senses of humor.
18. Invite mentorship by positive adult role models in institutions and communities. Actively encourage community members to get involved and mentor youth.
19. Support family services that develop and reinforce strong family management and communication skills. Develop family rituals and ways to meaningfully, creatively, and constructively spend time together.
20. Learn about strength models, asset models, and resiliency models. Brainstorm with your colleagues about ways to integrate them into juvenile justice and educational programming in your area.
21. Admire youth for what they have survived. Don't confuse their survival skills with "letting them off the hook." Being able to survive is a strength.
22. Keep a focus on skills and competencies that are meaningful in post-institutional or juvenile justice system life, i.e. build linkages, nurture and support positive community connections.
23. Support bonding, forgiveness, communication, and skill development between youth and their families.
24. Positively address and discuss negative stereotypes of youth that emerge in day to day practice in the juvenile justice environment.
25. Encourage the youth's exploration of creative (music, art, science), athletic, and spiritual experiences.
26. Support the development of the strength of being able to apologize and assume responsibility for harm done to others and concretely devise plans for changing behavior accordingly.
27. Ask questions that invite information regarding strengths and assets. Document strengths as well as needs and problems in the youth's records. Teach others about the strengths approach by your example.
28. Look for opportunities to include strengths-based language in report writing to collateral providers.

29. Learn to ask for strengths-based referral information when receiving youth from another system.
30. Have youth write some of their own progress notes regarding their treatment experiences.
31. Expand the youth's sense of a vocational future by exposing them to a variety of professions that require rigorous or demanding academic preparations. Discuss what the steps are to becoming a pilot, lawyer, doctor, or engineer. Introduce them to professionals in these areas, arranging mentorships whenever possible. Don't assume that just because the youth has committed a crime that he/she is not capable of overcoming the past and having great achievements.
32. Encourage the strength of being generous by positively acknowledging when youth do something or help someone without being asked.
33. Give youth meaningful roles in juvenile justice settings, as they are ready to accept them. Foster the expectation that they are capable of handling responsibility.
34. Ask youth what their life would be like if everything were just as they wished. Discuss what it would take to realistically get there.
35. Believe that youth can change.
36. Support the idea that there is no upper limit on what families can overcome in terms of their past problems and issues. Believe that through difficulties families can grow and change.
37. Acknowledge, support, and celebrate when youth approach someone of a different culture in a respectful and appropriately curious way.
38. Spend time assessing YOUR OWN strengths as a person and as a professional. Where did they come from in your life? By understanding this, you'll be in a better position to help build strengths in others.

## Juvenile Justice:
## Disproportionate Minority Confinement

> **"A prerequisite of an effective juvenile justice system is to treat every offender as an individual and provide needed services to all. There are troubling indications that the system is not meeting this standard. As one reflection of this problem, we find that the percentage of minority youth in secure confinement is more than double their representation in the general juvenile population - comprising nearly 7 out of 10 juveniles in such environments."**
>
> Shay Bilchek
> Administrator OJJDP

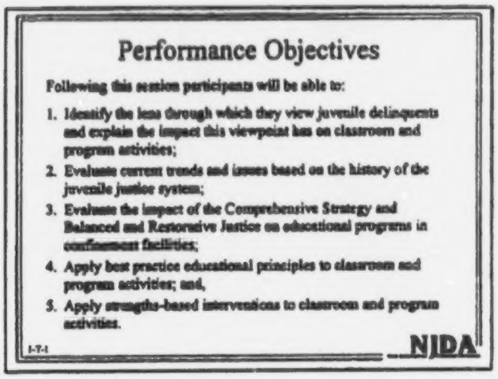
Disproportionate Minority Confinement (DMC) is the overrepresentation of minority youth in secure facilities, jails and lockups where the proportion of minority youth in confinement exceeds the proportions such groups represent in the general population. Minority populations are defined as African Americans, American Indians, Asians, Hispanics, and Pacific Islanders. According to Howard Snyder, Director of Systems Research at the National Center for Juvenile Justice, "the racial composition of the juvenile population in 1997 was approximately 80% white, 15% black, and 5% other races, with juveniles of Hispanic ethnicity bein classified as white. In 1997, in contrast to the proportions in the general population, 53% of juvenile arrests for violent crimes involved white youth and 44% involved black youth." National data and research provide documentation to support the fact that there is a disproportionate representation of minority youth in confinement across the country. This overrepresentation is apparent at various decision points in the juvenile justice system (arrest, detention, prosecution and so forth) and may intensify as juveniles continue through the system (Pope and Feyerherm, 1990,1993).

Multiple factors both within and outside the juvenile justice system have been identified as contributing to DMC. Many of the components of the juvenile justice system encourage and exacerbate minority overrepresentation and disable movements to prevent this phenomenon from occurring. These factors include lack of cultural perspective and competence, discretionary decision making on the part of dominant culture lawmakers and officials, absent or poor legal representation for juveniles and underrepresentation of ethnic and racial administration and direct service providers.

The prevention of DMC must also consider the contributing factors outside of the juvenile justice system that potentially play important roles prior to the minority juvenile's introduction into the juvenile justice system. Research under OJJDP's Causes and Correlates Program indicates that the type of community in which the juvenile lives has a stronger effect on his likelihood of becoming involved in delinquency than his racial characteristics. For example, African-Americans living in nondisadvantaged areas did not have higher rates of delinquency than whites living in nondisadvantaged areas. Poor socioeconomic conditions contribute to DMC. Perceived economic factors include the higher likelihood of low incomes, few job opportunities, and urban density among minority families. Contributing social factors include a lack of cultural awareness among the majority community, unstable family environments, lack of positive role models and social opportunities for minority juveniles, and limited social support services in minority neighborhoods. Another contributing factor to consider is the successes/failures of the minority youth in the educational system.

DMC is a concern for the entire Juvenile Justice System. It is not sufficient to assume that a single intervention, strategy or piece of legislation can eliminate the problem. Instead, a comprehensive integrated approach which acknowledges that prevention, intervention, and treatment issues all have an impact is necessary if DMC is to be reduced. Research and experience has clearly demonstrated that community-wide, interagency approaches can produce exciting prevention programming, and holds much promise for affecting DMC. The community must work together by enhancing prevention and diversion programs and expanding alternatives to secure detention and corrections particularly in minority neighborhoods. These may include individualized home-based care, mentors, therapeutic foster care, community-based, family-oriented services, reintegration services for juveniles placed outside the home, independent living, job training, and increased accessibility to treatment. In addition, strategies must be implemented that reverse many of the characteristics that infect the current systems. Strategies such as the use of culturally appropriate risk and need assessment instruments, cultural competency training for law enforcement and other juvenile justice professionals, allowing minority families and communities a greater voice and greater mechanism for being heard and respected within the system, and close monitoring of the discretionary and arbitrary decision-making processes of those with power and authority may remedy the problem of minority overrepresentation in the juvenile justice system.

# Transparency Note Taking Guide



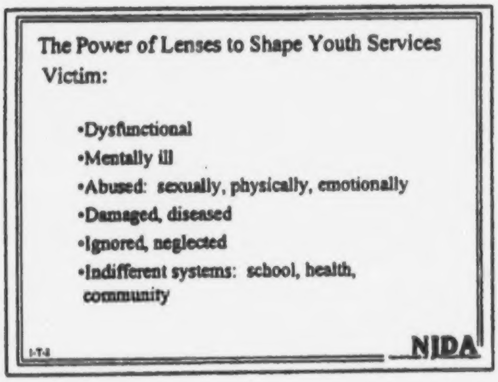
## Performance Objectives

Following this session participants will be able to:

1. Identify the lens through which they view juvenile delinquents and explain the impact this viewpoint has on classroom and program activities;
2. Evaluate current trends and issues based on the history of the juvenile justice system;
3. Evaluate the impact of the Comprehensive Strategy and Balanced and Restorative Justice on educational programs in confinement facilities;
4. Apply best practice educational principles to classroom and program activities; and,
5. Apply strengths-based interventions to classroom and program activities.

1-T-1

NJDA



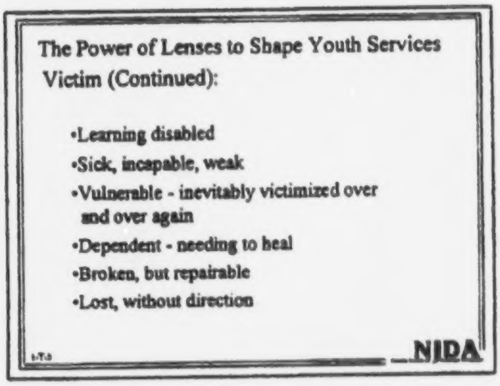
The Power of Lenses to Shape Youth Services

Victim:

- Dysfunctional
- Mentally ill
- Abused: sexually, physically, emotionally
- Damaged, diseased
- Ignored, neglected
- Indifferent systems: school, health, community

1-T-2

NJDA



The Power of Lenses to Shape Youth Services

Victim (Continued):

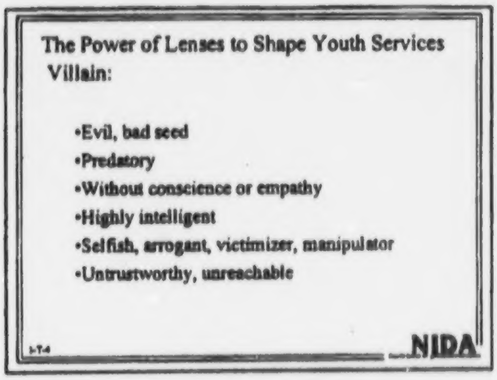
- Learning disabled
- Sick, incapable, weak
- Vulnerable - inevitably victimized over and over again
- Dependent - needing to heal
- Broken, but repairable
- Lost, without direction

1-T-3

NJDA

BEST COPY AVAILABLE

# Transparency Note Taking Guide

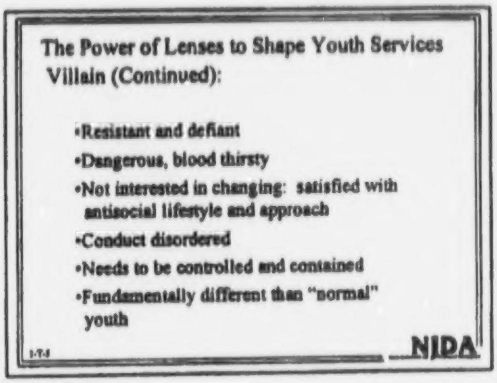


The Power of Lenses to Shape Youth Services
Villain:

- Evil, bad seed
- Predatory
- Without conscience or empathy
- Highly intelligent
- Selfish, arrogant, victimizer, manipulator
- Untrustworthy, unreachable

1-T-4

NJDA

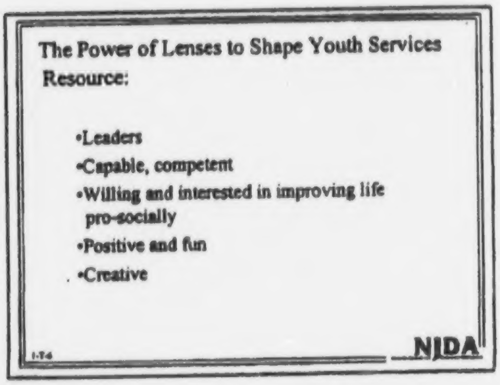


The Power of Lenses to Shape Youth Services
Villain (Continued):

- Resistant and defiant
- Dangerous, blood thirsty
- Not interested in changing: satisfied with antisocial lifestyle and approach
- Conduct disordered
- Needs to be controlled and contained
- Fundamentally different than "normal" youth

1-T-5

NJDA



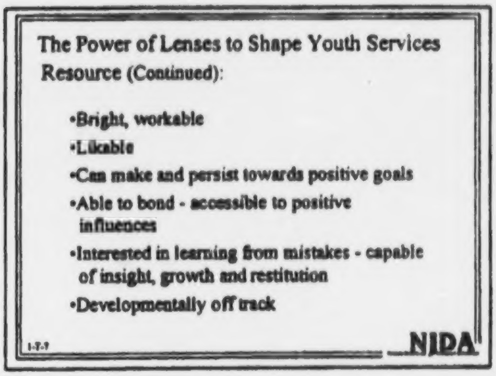
The Power of Lenses to Shape Youth Services
Resource:

- Leaders
- Capable, competent
- Willing and interested in improving life pro-socially
- Positive and fun
- Creative

1-T-6

NJDA

# Transparency Note Taking Guide

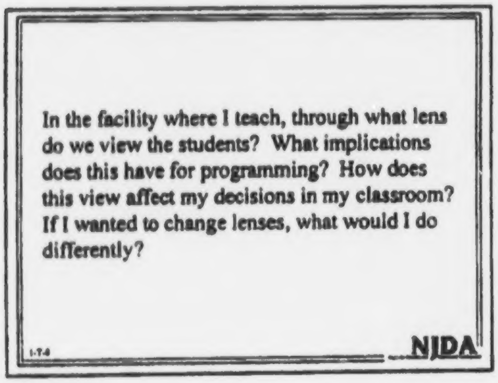


The Power of Lenses to Shape Youth Services Resource (Continued):

- Bright, workable
- Likable
- Can make and persist towards positive goals
- Able to bond - accessible to positive influences
- Interested in learning from mistakes - capable of insight, growth and restitution
- Developmentally off track

1-T-7

NJDA



In the facility where I teach, through what lens do we view the students? What implications does this have for programming? How does this view affect my decisions in my classroom? If I wanted to change lenses, what would I do differently?

1-T-8

NJDA

# Performance Objectives

Following this session participants will be able to:

1. Identify the lens through which they view juvenile delinquents and explain the impact this viewpoint has on classroom and program activities;
2. Evaluate current trends and issues based on the history of the juvenile justice system;
3. Evaluate the impact of the Comprehensive Strategy and Balanced and Restorative Justice on educational programs in confinement facilities;
4. Apply best practice educational principles to classroom and program activities; and,
5. Apply strengths-based interventions to classroom and program activities.

# The Power of Lenses to Shape Youth Services

## Victim:

- Dysfunctional
- Mentally ill
- Abused: sexually, physically, emotionally
- Damaged, diseased
- Ignored, neglected
- Indifferent systems: school, health, community

# The Power of Lenses to Shape Youth Services

## Victim (Continued):

- Learning disabled
- Sick, incapable, weak
- Vulnerable - inevitably victimized over and over again
- Dependent - needing to heal
- Broken, but repairable
- Lost, without direction

# The Power of Lenses to Shape Youth Services

## Villain:

- Evil, bad seed
- Predatory
- Without conscience or empathy
- Highly intelligent
- Selfish, arrogant, victimizer, manipulator
- Untrustworthy, unreachable

1-T-4

NJDA
Center for Research and Professional Development

# The Power of Lenses to Shape Youth Services
## Villain (Continued):

- Resistant and defiant
- Dangerous, blood thirsty
- Not interested in changing: satisfied with antisocial lifestyle and approach
- Conduct disordered
- Needs to be controlled and contained
- Fundamentally different than "normal" youth

# The Power of Lenses to Shape Youth Services

## Resource:

- Leaders
- Capable, competent
- Willing and interested in improving life pro-socially
- Positive and fun
- Creative

# The Power of Lenses to Shape Youth Services Resource (Continued):

- Bright, workable
- Likable
- Can make and persist towards positive goals
- Able to bond - accessible to positive influences
- Interested in learning from mistakes - capable of insight, growth and restitution
- Developmentally off track

**NJDA**
Center for Research and Professional Development

In the facility where I teach, through what lens do we view the students? What implications does this have for programming? How does this view affect my decisions in my classroom? If I wanted to change lenses, what would I do differently?

*"The mediocre teacher*
*tells.*
*The good teacher*
*explains.*
*The superior teacher*
*demonstrates.*
*The great teacher*
*inspires."*

William Arthur Wad

## Institutional Culture

### Rationale

What is "institutional culture"? As with any human groupings or organizations, it is a social system with norms, values, beliefs, and communications organized around a common purpose. In this case, the purpose is the care and custody of young people requiring incarceration by local, state, or federal law. Thomas Sergiovanni explains in *Building Community in Schools* that underlying any culture is the tie that binds people together in special ways "to something more significant than themselves: shared values and ideals" (1994).

For the purposes of this module, institutional culture refers to the community of people within the detention or correctional facility, all of whom are connected with others despite their various positions, roles, duties, and departments. The core component of their connection is the youth under their care.

School programs that operate within juvenile confinement facilities always seem to "live in someone else's backyard." Regardless of their philosophy, program, or goals; school programs must interface with the larger institutional community where safety and security for staff and students are of highest priority. Although typically seen as a separate entity, the school program, as do security, treatment, and living unit programs, impact the entire institution. Ideally, *learning* is the core experience of the institution to which all components and staff contribute.

Teachers of youth in confinement quickly realize that living in someone else's backyard requires collaboration, cooperation, and communication. These are essential for *all* members of the facility to master in order to provide the many program services available to students. For example, a quality educational program that keeps students engaged and interested will in all likelihood curtail many inappropriate behaviors. This in turn helps the security program staff. Likewise, a quick, responsive security program deters inappropriate behavior from escalating, which in turn allows learning to take place with minimal disruption. Thus, an interdisciplinary and cooperative approach works best to avoid conflicting schedules and philosophies among institutional programs.

The institutional culture module is divided into two sections:

- **Interpersonal relationships within the institutional culture.** Information is presented concerning the teaching roles *everyone* has in the facility, whether it be maintenance worker, classroom teacher, living unit staff member, or dining hall employee.
- **Safety and security issues, theories, and practices.** Information is presented to help teachers understand their roles in promoting and maintaining safety and security in their classrooms, the school, and the institution.

Developing and maintaining interpersonal relationships and maximizing learning (without compromising safety, security or personal integrity) are the keys to success for teachers of youth in confinement.

CENTER FOR RESEARCH AND
NJDA
PROFESSIONAL DEVELOPMENT

# National Juvenile Detention Association

Lesson Plan Cover Sheet

**COURSE TITLE** Teaching Curriculum for Educators of Youth in Confinement

**MODULE TITLE** Institutional Culture - A) Interpersonal Relationships; B) Safety and Security

**INSTRUCTOR(S)**

**TIME FRAME**

**TOTAL (HOURS/MINUTES)** 4 hours 30 minutes

**SUGGESTED SCHEDULE (BEGIN/END)** Day:
Time(s):

**TARGET POPULATION** Ed. Admin. /Educators Program, Facility Directors Juvenile Confinement Facility

**NUMBER OF PARTICIPANTS** 20-30

**SPACE REQUIREMENTS**

## PERFORMANCE OBJECTIVE(S)

Following this session participants will be able to:

1. Explain the concept "institutional culture" and the constituent components, both positive and negative;
2. Develop a plan for working collaboratively with other staff for the benefit of the student;
3. Complete a pat search; and,
4. Evaluate and redesign lesson plans to fit into the safety and security codes of the facility.

## EVALUATION PROCEDURES

Group discussion, demonstration and trainer evaluation

**METHODS/TECHNIQUES**
Activities, lecture, large and small group discussion, scenarios and demonstrations.

**INSTRUCTOR MATERIALS**

1. Lesson Plan
2. Transparencies
3. Materials for Partners activity: ties, newspaper, blank paper, rubber bands, balloons
4. Contraband (20 pieces)
5. Lesson Plans for Guided Practice

**EQUIPMENT AND SUPPLIES NEEDED**

X FLIPCHART & STAND (# NEEDED) 1
X FLIPCHART PADS (# NEEDED): 1
___ CHALKBOARD
___ 16 MM PROJECTOR
___ FILM LENGTH: ___ MINUTES
___ SLIDE PROJECTOR
TYPE: ___ CAROUSEL
___ TRAY
___ SOUND-ON-SLIDE
___ SCREEN
X FELT-TIP MARKERS
X MASKING TAPE

___ VIDEO PLAYER
TYPE: ___ ½" VHS
___ OTHER (SPECIFY BELOW)
VIDEO TAPE LENGTH: ___ MINUTES
___ VIDEO TAPE RECORDER WITH CAMERA
___ PUBLIC ADDRESS SYSTEM
X OVERHEAD PROJECTOR
X OTHER (SPECIFY)
Transparencies

**PARTICIPANT MATERIALS (HANDOUTS)**

| TITLE | # NEEDED | WHEN DISTRIBUTED | COMMENTS |
|---|---|---|---|
| 1. Prepared Science Lesson Plans (5) | 1/small group | Guided Practice -- Lesson B | |
| 2. Training Response Log | 1/trainee | Independent Practice | |

# Lesson Plan

| INTERPERSONAL RELATIONSHIPS LESSON PLAN | NOTES TO TRAINER |
|---|---|
| **ANTICIPATORY SET**<br>**Activity: Partners**<br>(used with permission from Tom Jackson, author of More Activities that Teach.) | 🕒 30 Minutes<br>Show Transparency 2-T-1. (Optional) |
| **Purpose:**<br>The purpose of this activity is for trainees to experience "working together." Some things are just easier to do by yourself. However, sometimes you must work with others even though you think you could do the task quicker and easier by yourself. Many times this ends up to be the case when you work on a committee or in cooperative learning groups. Frustration sets in and you start to become angry with those with whom you are working. Finally you just tell them you will do it yourself and let them know when you are finished. This is especially true when more talented people are teamed up with less talented people. | Materials needed for the activity include ties, rubber bands, newspapers, blank paper, and balloons. |
| **Procedure:**<br>The trainer will instruct the trainees to get a partner. The trainer will choose at least three tasks from the following list for the pairs to complete. The key is that they must accomplish the task while holding one of their partner's hands.<br>• Task one: Make a paper airplane.<br>• Task two: Untie and tie one person's shoe.<br>• Task three: Roll up a newspaper and put a rubber band around it.<br>• Task four: Inflate a balloon and tie the end.<br>• Task five: Do a somersault at the same time, without letting go of your partner's hand. | Depending on the group, may choose to have the partners tie their hands together at the wrists as one of the tasks. |
| **Debriefing:**<br>The trainer will facilitate a discussion of the activity by asking the trainees to respond to the following questions:<br>• How easy was it to do the tasks that you were given? | |

- What problems did you experience when completing the task?
- Would the tasks have been easier to complete if you were doing it without your partner's help? Why or why not?
- What can this activity teach us about working together?
- How hard is it to do some things as a group rather than by yourself?
- Do some people work better by themselves rather than in a group? Explain.
- Have you ever been in a situation where a group slowed you down rather than helped you?
- Describe how it feels to be slowed down by group members.
- What are some ways when working with a group that you can keep from having problems?
- If you become frustrated when working with a group what can you do to lessen the frustration?

## INSTRUCTIONAL INPUT/GUIDED PRACTICE:

🕒 45 minutes

What is "institutional culture?" Possible responses include: the way things are done in an institution, the norms of the institution, the environment the people live in and how they interact. As with any human groupings or organizations, it is a social system with norms, values, beliefs, and communications organized around a common purpose, in this case, the care and custody of young people requiring incarceration by local, state, or federal law. Thomas Serviovanni explains in *Building Community in Schools* that underlying any culture is the tie that binds people together in special ways "to something more significant than themselves: shared values and ideals" (1994).

The trainer will invite the group to view detention and residential facilities as self-contained communities in which many positions or roles exist, each contributing to the culture and operation of the facility. To emphasize this, the trainer will ask the group to brainstorm all the different positions they might find in an institutional community. The trainer will also ask the trainees to identify the role of each position. The trainer will ask the group to brainstorm ideas about the advantages of

List responses from the trainees on a flip chart. For example, "social worker," "maintenance worker," "clerical assistant," "correctional officer."

operating within a community and the disadvantages of operating as separate entities.

Possible responses include:

Advantages

- *Share resources with other staff members*
- *Seek support from other staff on student behaviors*
- *Diversity of opinion on decisions and issues*
- *Self-contained environment fosters close-knit community and team work*
- *Easy to support living unit programs with school programs*
- *Joint training amongst all staff*

Disadvantages

- *"Turf and territory" issues*
- *Conflicting philosophies about juvenile offenders*
- *Inconsistent treatment of the youth*
- *Communication problems between shifts, among different staff members*
- *Inconsistent implementation of behavior modifications system*

Using the analogy that it takes a "whole village to raise a child," the trainer either can assign the different roles listed to different trainees or allow them to choose for themselves. Then the trainer will divide the group into triads, making sure that three different positions/roles are represented in each triad. The trainer will give the following instructions:

> A code-blue, emergency situation has occurred in the facility. Several students have aligned themselves as a gang and are holding a volunteer worker hostage. It is suspected that a hand-made weapon is involved. The students are demanding to see their judge because they feel their rights have been violated. A student who attempted to free the volunteer has been injured and needs medical attention. The people in your triad are in the next room securely located behind protective glass. You are not only witnessing this event, but the gang leader is using your triad to communicate.

| INTERPERSONAL RELATIONSHIPS LESSON PLAN | NOTES TO TRAINER |
|---|---|
| Playing the role assigned to each triad member, the group must figure out how to resolve the emergency situation. After the trainer has given the groups about 10 minutes, they will be asked to report their resolution of the conflict to the larger group. To facilitate the group discussion the trainer will ask the following questions:<br>• Why is it important for all members of the institution to respect one another's position in an organization? How can this respect be demonstrated?<br>• Why are strong interpersonal relationships important in a secure environment?<br>• What are some ways to strengthen interpersonal relationships in a secure environment?<br>• How can teachers help improve communication about students with other staff?<br>• What do teachers need from other staff to maintain security in their classrooms?<br>• What are some barriers to effective communication among staff in secure facilities?<br>• What is meant by "turf and territory" within the institutional community? | |
| **INDEPENDENT PRACTICE**<br>The trainer will ask the trainees to respond to the following questions in their Training Response Log, reminding the trainees that the Training Response Log is their opportunity to apply the information learned in the training module to their individual circumstances. The trainer will allow the trainees 15 minutes to complete individual responses. The trainer will ask trainees to form small groups to discuss responses. This response time is voluntary depending upon the nature of the trainees' responses.<br>What problems currently exist between the "camps" in my facility? How can I work to develop professional collaborations with all staff within my institutional community? | 🕒 30 minutes<br>Show Transparency 2-T-2. |

# Lesson Plan

| SAFETY AND SECURITY LESSON PLAN | NOTES TO TRAINER |
|---|---|
| **ANTICIPATORY SET** | ◷ 35 minutes<br>Show Transparency 2-T-1. (Optional) |
| **Activity: Contraband Scavenger Hunt** | |
| **Purpose:** | |
| The purpose of this activity is for trainees to identify items considered contraband in the classroom. | |
| **Procedure:** | |
| The trainer will divide the group into two teams, students and staff. This can be done by asking the trainees on a scale of 1-10, 1 being not at all like and 10 being exactly like, to rate themselves on how alike or different they were compared to the juveniles they work with daily. The trainer will ask how many rated themselves a 10, a 9, and so on until the class is divided into two equal groups. The student group will stay in the classroom while the trainer sends the staff group out of the room for 5 minutes. During that 5 minutes, the student group will be given 20 items of **common classroom contraband** and instructed to hide them in the room. The group should identify a recorder who will write down where each piece is hidden. This is especially important so that all contraband can be retrieved at the end of the exercise. At the end of the 5 minutes the staff group will rejoin the class and will be given 15 minutes to find the contraband. All contraband should be returned to the recorder. | |
| **Debriefing:** | |
| Contraband is defined as "anything in a youth's possession that is forbidden by law or that is contrary to the rules and regulations of the facility." Contraband falls into two categories: | Show Transparency 2-T-3. |
| • **hazardous contraband** – Any article which, when used or possessed, would endanger the safety, security or preservation of order in a facility or any | Show Transparency 2-T-4. |

| SAFETY AND SECURITY LESSON PLAN | NOTES TO TRAINER |
|---|---|
| person(s) therein.<br>• **nuisance contraband –** Items not inherently illegal, but which are considered contraband when possessed by a youth or visitor within the facility. | Show Transparency 2-T-5. |
| The trainer will ask the trainees to name examples of each type of contraband. The trainer will then conduct a discussion regarding classroom implications for the control of contraband. Suggested questions the trainer might use to facilitate the discussion could include: Which type of contraband (hazardous or nuisance) are typically found in the classroom? What are examples of common classroom contraband? How do we set up controls for the contraband? For example, how does a vocational education teacher control the use of tools? How do we as teachers keep the need for control of contraband from minimizing learning opportunities and the learning environment? | |
| INSTRUCTIONAL INPUT | 🕒 45 minutes<br>Show Transparency 2-T-6. |
| **A. Goals Of Security**<br>Safety and security are overriding issues in a detention/correctional facility. Security is the freedom from danger, fear, or anxiety; it's a place of safety. Everything we do as teachers needs to be developed under the umbrella of safety and security. There are three basic goals of security in a confinement facility:<br>• To maintain order so that residents and staff feel safe and can develop healthy and growth-producing relationships.<br>• To prevent escapes. This can only happen in an organized and orderly environment.<br>• To ensure the safety of residents, staff, and community. | |
| **B. Maintaining A Secure Classroom**<br>The goal is to create a learning environment within the structure of safety and security in which learning can be fun as well as safe. We do this by:<br>1. Developing the mind set<br>Focusing on safety and security should be an automatic part of each day/hour/activity. Some mind set questions include: | Show Transparency 2-T-7. |

| SAFETY AND SECURITY LESSON PLAN | NOTES TO TRAINER |
|---|---|
| • **Census** – What's my count? Where are they? Can I (we) supervise them effectively in this setting?<br>• **Team** – Where is my partner, aide, support staff, counselor? How can we best support each other in supervising students in this situation? Are we positioned to maximize our effectiveness?<br>• **Mood** – What's the mood of the students? (Check for verbal/non-verbal, volume, tone, activities, and groupings of students.) What's my mood?<br>• **Schedule** – Are the students where they are scheduled to be and doing what they are scheduled to be doing? What is next on the schedule, and how much time will it take us to get ready for it?<br>• **Classroom Set-up** – Is the physical layout of the classroom one that allows students and staffs access to safety?<br>• **Security Features** – Am I effectively using the available security components to limit space, access, objects, and activities to that which I (we) can supervise?<br>• **Policy** – Are we currently in full compliance with agency and facility policy and procedures? | |
| 2. Controlling supplies and equipment<br>Accountability of all supplies and equipment must be maintained at all times. You must develop a plan to make a quick, accurate count of all supplies and equipment. This should be done at the beginning and end of each class period. The trainer will ask for examples of methods trainees use to control equipment and supplies. | Refer trainees to questions and responses given during Anticipatory Set discussion.<br>If the training group is comprised of all new teachers to confinement facilities the trainer should provide examples of methods to control equipment and supplies. |
| 3. Conducting searches<br>When conducting searches teachers should show respect for the youth by refraining from jokes and unnecessary comments. They should follow a systematic procedure avoiding shortcuts and outside distractions. There are two types of searches teachers may be required to conduct.<br>A. Classroom searches<br>Occasionally an object will come up missing in your classroom and you will be required to conduct a classroom search. The following procedure is recommended, however, this procedure should be in concurrence with the facility's safety and security policies and procedures. | Show Transparency 2-T-8. |

| SAFETY AND SECURITY LESSON PLAN | NOTES TO TRAINER |
|---|---|
| • Do not have students help in the search; it is very hard to control the environment if everyone is roaming.<br>• Out of respect for the students, the teacher may ask the group if anyone has or has seen the missing item.<br>• Notify the appropriate personnel of the missing item and request assistance if necessary.<br>• If the item does not turn up, do a quick, entire classroom scan - anything unusual, in a different place?<br>• Make a mental plan for the search by doing the following systematically:<br>✓ Check door;<br>✓ Check ventilators, ducts, radiators;<br>✓ Check walls, floors and ceiling;<br>✓ Check windows, security screens, and curtains/shades/blinds;<br>✓ Check all light fixtures, switches, electrical outlets;<br>✓ Check furniture (desks, bookshelves, computer carts, etc.);<br>✓ Check all equipment;<br>✓ Check books, papers and magazines - open, shake, squeeze; and<br>✓ Check wastebaskets and contents. | |
| B. Personal searches – clothed<br>Some facilities, especially those in which the students come from the community into a secure environment, will require educational staff to conduct "pat searches." Teachers should practice the following procedure.<br>• Have student remove all objects from pockets, put them where the student can't reach them, and have student pull pockets out.<br>• Have student remove hat, coat, and any other heavy clothing and carefully examine.<br>• Have student remove bands, clips, nets, etc., from hair.<br>• Stand behind the student and have student stand with feet apart and arms extended.<br>• Have student spread fingers and rotate hands to show he/she let go of everything.<br>• Check mouth, under tongue, and in cheeks.<br>• Check shirt/sweater. Squeeze along collar, shoulders, along arms to wrists, under arms (unroll sleeves) and feel all seams. | This part of the lesson plan is optional depending on audience. Many educational staff are not required to conduct pat searches. However, if they are, they need to be taught how to do pat searches appropriately.<br>The trainer should demonstrate a pat search with his/her co-trainer or a volunteer from the group. Pat searches should always be demonstrated with same gender partners. |

| SAFETY AND SECURITY PLAN | NOTES TO TRAINER |
|---|---|
| • Check upper body (neck, upper chest, and stomach to belt); sides along ribs and back; neck to belt.<br>Check upper body (neck, upper chest, and stomach to<br>• Have female resident unhook bra, without removing shirt. Shake, check straps and bands.<br>• Check wristband (thumbs in, front to rear, squeeze band and loops).<br>• Check lower torso (buttocks, (push between cheeks) and rear pockets; lower abdomen (stomach) and front pockets; groin (push up)).<br>• Check down pants legs, cuffs, and shoe tops, one leg at a time.<br>• Have student remove shoes and socks. Check shoes (heels, soles, tongues, air compressors, etc).<br>• Inspect all items from pockets and any bags, coats, etc., before returning them to the student.<br>• **Follow facility procedure for reporting anything unusual you find during the search.** | |
| **GUIDED PRACTICE** | |
| A. **Pat Searches** – The trainees will pair up with same gender partners and will demonstrate the steps to conduct an appropriate pat search. | 🕒 15 minutes |
| B. **Lesson Plans Evaluated From A Safety/Security Viewpoint.** – The trainer will divide the group into groups of 5. Each group will be given a lesson plan for a science class (see sample lessons in Activities section of module) and instructed to evaluate and redesign the lesson in terms of the safety and security issues of the facility. They will be given 10 minutes to complete the evaluation. Each group will report on their evaluations to the large group. | 🕒 20 minutes<br>Distribute a sample lesson plan (see handouts) to each small group. |
| **INDEPENDENT PRACTICE** | 🕒 30 minutes<br>Show Transparency 2-T-9. |
| The trainer will ask the trainees to respond to the following questions in their Training Response Log, reminding the trainees that the Training Response Log is their opportunity to apply the information learned in the | |

| SAFETY AND SECURITY PLAN | NOTES TO TRAINER |
|---|---|
| training module to their individual circumstances. The trainer will allow the trainees 15 minutes to complete individual responses. The trainer will ask trainees to form small groups to discuss responses. This response time is voluntary depending upon the nature of the trainees' responses.<br>What are the safety and security issues in my classroom? How can I control these issues? | |

# Institutional Culture
## Resources

Jackson, T. (1995). ***More activities that teach***. Cedar City, Utah: Red Rock Publishing.

Sergiovanni, T.J. (1994). ***Building community in schools***. San Francisco, CA: Jossey-Bass.

Smith, G. (1994). NJDA Detention Careworker Curriculum: Safety and Security Lesson Plan.

VanCleave, J. (1993). ***Janice VanCleave's 200 gooey, slippery, slimy, weird, and fun experiments***. New York: John Wiley & Sons, Inc.

VanCleave, J. (1996). ***Janice VanCleave's 202 oozing, bubbling, dripping and bouncing experiments***. New York: John Wiley & Sons, Inc.

VanCleave, J. (1994). ***Janice VanCleave's 201 awesome, magical, bizarre and incredible experiments***. New York: John Wiley & Sons, Inc.

## Moon has Gravity?

**Objective:** To simulate the effect of the moon's gravity on weight

**Materials needed:**

(for each pair of students)
24-inch (60-cm) piece of string
rock, about the size of a small apple
rubber band
large cooking pot or bucket
tap water

**Input:** Demonstrate the following procedure:

1. Tie the end of the string around the rock and attach the other end of the string to the rubber band.
2. Place the pot on the table and set the rock inside.
3. Hold the free end of the rubber band and gently lift the rock just above the bottom of the pot.
4. Observe and measure the length of the rubber band.
5. Fill the pot with water and repeat steps 3 and 4.

**Check for understanding:** Ask pairs of students to repeat procedure. It is advisable to post directions so that everyone can refer back when doing the experiment.

**Practice:** Allow each team of two students to gather materials, set up and conduct the experiment, making sure they record measurements of rubber band.

**Assessment:** When all groups have completed experiment, have each group share results. Ask group why they think they got the results they did.

**Results:** The rubber band stretched less when the rock was raised in water.
Why? Gravity (force that pulls toward the center of the earth) pulls the rock down, causing the attached rubber band to stretch. But when water is added to the pot, the water pushes up on the rock, canceling some of the downward pull of gravity. Raising the rock in the water simulates the effect of the moon's gravity on weight. The moon's gravity is only one-sixth as strong as the gravity on earth.

## How Does a Ship Float?

**Objective:** To determine how a heavy ship floats

**Materials needed:**

- scissors
- ruler
- aluminum foil
- 20 paper clips
- small bucket
- tap water

**Input:** Demonstrate the following procedure:

1. Cut two 12-inch (30-cm) squares from the aluminum foil.
2. Wrap one of the metal squares around 10 paper clips and squeeze the foil into a tight ball.
3. Fold the four edges of the second aluminum square up to make a small boat.
4. Place 10 paper clips in the boat.
5. Fill the bucket with water.
6. Set the boat on the water's surface in the bucket.
7. Place the metal ball on the water's surface.

**Check for understanding:** Ask students to repeat the procedure, as well as post the procedure before students are allowed to get materials.

**Practice:** Allow students to gather materials, set up and conduct experiment, making sure they record their observations.

**Assessment:** What happened?
Why did this happen?

**Results:** The boat floats and the ball sinks.
Why? The ball and boat both have the same weight, but the ball takes up a smaller space than does the boat. The amount of water pushed aside by an object equals the force of water pushing upward on the object. The larger boat pushes more water out of its way than does the ball, and thus there is enough upward force to cause it to float. Ships are very heavy, but they are large, which increases their buoyancy.

## Volcanic Eruption

**Objective:** To simulate a volcanic eruption

**Materials needed:**

| | |
|---|---|
| soda bottle | 1 tablespoon soda |
| baking pan | 1 cup vinegar |
| dirt | red food coloring |

**Input:** Demonstrate the following procedure:

1. Place the soda bottle in the pan.
2. Shape moist dirt around the bottle to form a mountain.
3. Pour 1 tablespoon (15 ml) of baking soda into the bottle.
4. Color 1 cup (250 ml) of vinegar with the red food coloring, and pour the liquid into the bottle.

**Check for understanding:** Ask students to repeat procedure. Post procedure so students can refer back to it and monitor the set up of the experiment.

**Practice:** The students will set up and complete experiment. Each student should complete an observation log.

**Assessment:** What happened? Why did this happen? How does this explain a volcanic eruption?

**Results:** Red foam sprays out the top and down the mountain of dirt.
Why? The baking soda reacts with the vinegar to produce carbon dioxide gas. The gas builds up enough pressure to force the liquid out the top of the bottle. The mixture of the gas and the liquid produces the foam.

## Rotten Fruit

**Objective:** To investigate the effects that oxygen has on the darkening of fruit

**Materials needed:**
apple
vitamin C tablet

**Input:** Demonstrate the following procedure:

1. Cut the unpeeled apple in half.
2. Crush the vitamin C tablet and sprinkle the powder over the cut surface of one the apple halves.
3. Allow both apple sections to sit uncovered for one hour.
4. Observe the color of each section.

**Check for understanding:** Ask the students to repeat the procedure. Post the procedure for students to refer back to and monitor students during completion of experiment.

**Practice:** The students will set up and complete experiment. Students should complete an observation log.

**Assessment:** What happened? Why did this happen?

**Results:** The untreated section turns brown, but the section treated with vitamin C is unchanged.

Why? Apples and other fruit, such as pears and bananas, discolor when bruised or peeled and exposed to air. This discoloration is caused by chemicals called *enzymes*. The enzymes are released by the damaged cells and react with oxygen to digest the cells of the fruit. Rapid color and taste changes occur because of the reaction with oxygen. Vitamin C prevents the darkening by reacting with the enzyme before it can start digesting the cell tissue.

## Iron In Our Juice?

**Objective:** To test for the presence of iron in fruit juices

**Materials needed:**

1-pint (500-ml) glass jar
3 tea bags
warm tap water
5 clear plastic glasses
measuring spoons
4 tablespoons (60-ml) pineapple juice
4 tablespoons (60-ml) apple juice
4 tablespoons (60-ml) white grape juice
4 tablespoons (60-ml) cranberry juice

**Input:** Demonstrate the following procedure:

1. Make a strong tea solution by placing the tea bags in the pint jar; then filling it with warm water.
2. Allow the jar to stand for 1 hour.
3. Pour each juice sample into a different glass.
4. Add 4 tablespoons (60-ml) of tea to each glass and stir. Wash the spoon with water after each use.
5. Allow the glasses to sit undisturbed for 20 minutes.
6. Carefully lift each glass and look up through the bottom of the glass. Make note of the juice that has dark particles setting on the bottom of the glass.
7. Allow the glasses to sit for 2 hours more.
8. Again, look for dark particles on the bottom of the glasses.

**Check for understanding:** Ask students to repeat procedure. Post the steps of the procedure, and monitor the process as students set up the experiment.

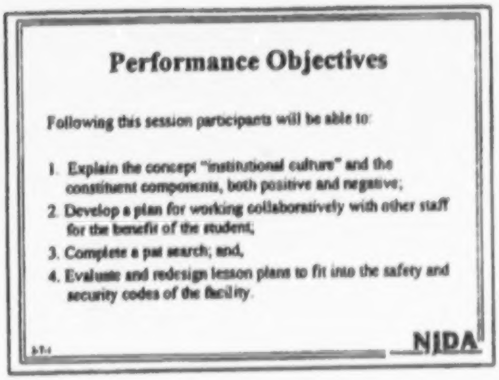
**Practice:** The students will set up and complete experiment. Students should complete an observation log.

**Assessment:** What happened? Why did this happen?

**Results:** Dark particles are seen in the pineapple juice after 20 minutes. Particles are seen in the cranberry and white grape after two hours. No particles form in the apple juice.

Why? A chemical change takes place that is evident by the solid particles that form. The particles are not the color of the juices—another indication that something new has been produced. Iron in the juice combines with chemicals in the tea to form the dark particles. More particles formed in a faster time in the pineapple juice because it contains more iron. The quantity and speed of the formation of the dark particles indicates the quantity of iron in the juice.

# Transparency Note Taking Guide

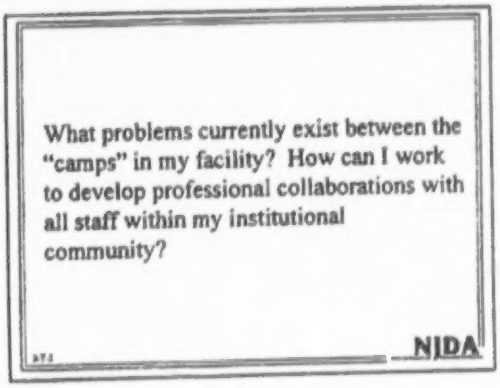


**Performance Objectives**

Following this session participants will be able to:

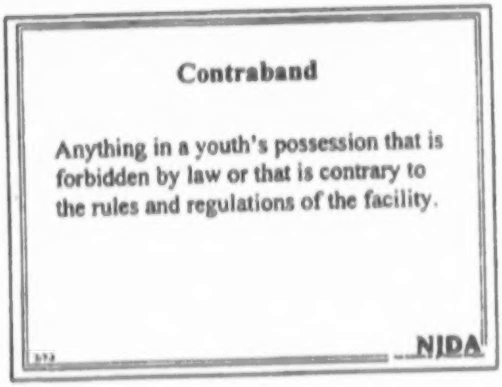
1. Explain the concept "institutional culture" and the constituent components, both positive and negative;
2. Develop a plan for working collaboratively with other staff for the benefit of the student;
3. Complete a pat search; and,
4. Evaluate and redesign lesson plans to fit into the safety and security codes of the facility.

NJDA



What problems currently exist between the "camps" in my facility? How can I work to develop professional collaborations with all staff within my institutional community?

NJDA

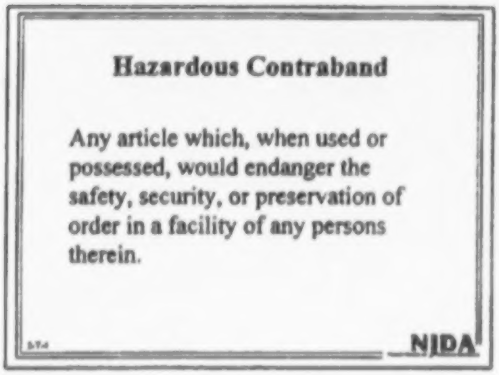


**Contraband**

Anything in a youth's possession that is forbidden by law or that is contrary to the rules and regulations of the facility.

NJDA

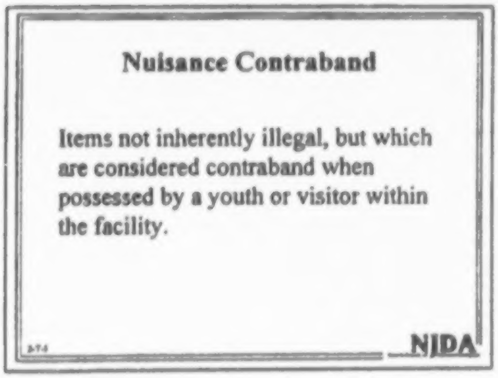
# Transparency Note Taking Guide



**Hazardous Contraband**

Any article which, when used or possessed, would endanger the safety, security, or preservation of order in a facility of any persons therein.

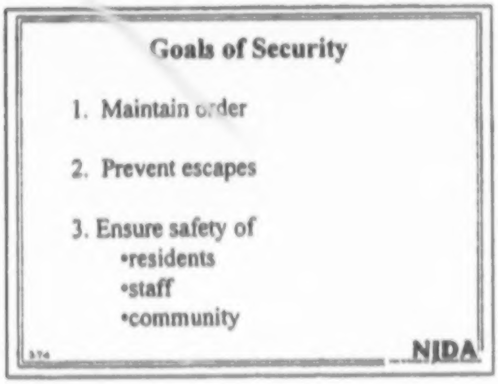
NJDA



**Nuisance Contraband**

Items not inherently illegal, but which are considered contraband when possessed by a youth or visitor within the facility.

NJDA

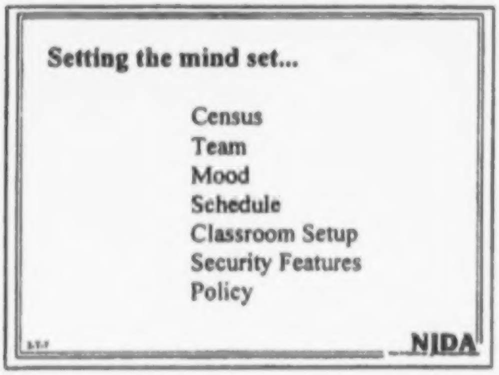


**Goals of Security**

1. Maintain order
2. Prevent escapes
3. Ensure safety of
    - residents
    - staff
    - community

NJDA

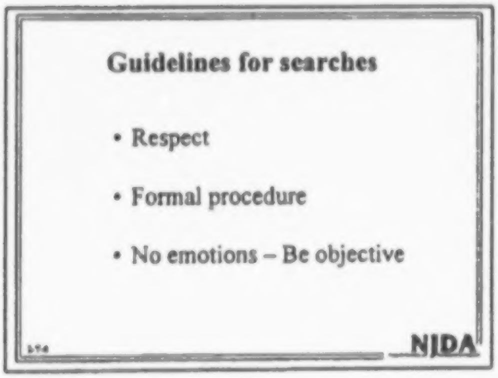
# Transparency Note Taking Guide



**Setting the mind set...**

Census
Team
Mood
Schedule
Classroom Setup
Security Features
Policy

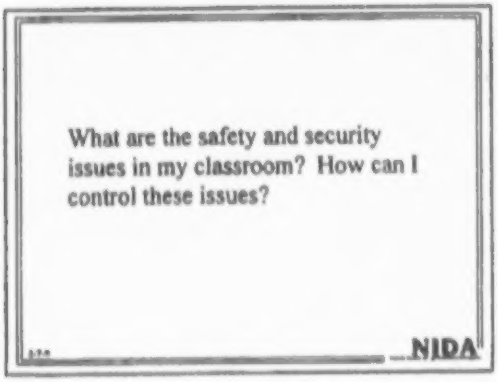
NJDA



**Guidelines for searches**

- Respect
- Formal procedure
- No emotions – Be objective

NJDA



What are the safety and security issues in my classroom? How can I control these issues?

NJDA

# Performance Objectives

Following this session participants will be able to:

1. Explain the concept "institutional culture" and the constituent components, both positive and negative;
2. Develop a plan for working collaboratively with other staff for the benefit of the student;
3. Complete a pat search; and,
4. Evaluate and redesign lesson plans to fit into the safety and security codes of the facility.

What problems currently exist between the "camps" in my facility? How can I work to develop professional collaborations with all staff within my institutional community?

2-T-2

**NJDA**
Center for Research and Professional Development

# Contraband

Anything in a youth's possession that is forbidden by law or that is contrary to the rules and regulations of the facility.

# Hazardous Contraband

Any article which, when used or possessed, would endanger the safety, security, or preservation of order in a facility of any persons therein.

# Nuisance Contraband

Items not inherently illegal, but which are considered contraband when possessed by a youth or visitor within the facility.

# Goals of Security

1. Maintain order

2. Prevent escapes

3. Ensure safety of
    - residents
    - staff
    - community

# Setting the mind set...

Census
Team
Mood
Schedule
Classroom Setup
Security Features
Policy

2-T-7

NJDA
Center for Research and Professional Development

# Guidelines for searches

- Respect
- Formal procedure
- No emotions – Be objective

NJDA
Center for Research and Professional Development

What are the safety and security issues in my classroom? How can I control these issues?

*"Each and every day...*
*Each and every child.*
*I have the power,*
*the passion,*
*the skill*
*and the knowledge*
*to make a difference.*
*Each and every day...*
*Each and every child."*

Sandra McBrayer
1994 United States Teacher of the Year

## Student Assessment

### Rationale

Youth in confinement come with a wide variety of skills, abilities, and experiences. Assessment tools, both formal and informal, will help teachers understand what students know and make meaningful decisions about teaching and learning activities. The most valuable assessments are formative. More than simply converting student achievements into a rank system, comparing one student to another (summative assessments), formative assessments can guide instruction and help the teacher make crucial daily decisions to help the student grow. Formative assessments adopt the tools of qualitative research: observation, interviews, questionnaires, collecting and interpreting artifacts, and performances.

Teachers in confinement facilities should conduct an initial, informal assessment when the student arrives in the classroom for the first time. The assessments should utilize a variety of methods – written, oral, demonstration format – and should fit with the objectives of the curriculum. Results of the assessment will give the teacher important information about the student's entry level skills and how to create a learning plan based on the student's needs.

Students may enter the program from other institutions, alternative, or special classrooms. In these cases, results of more formalized assessments, such as the Woodcock-Johnson, TABE, etc., may be available. Although not recommended to be given immediately upon entry into a confinement facility since students may be upset and therefore produce invalid test results, formal assessments can help in pinpointing specific problems and deficiencies and the development of individual learning plans.

As students work on their learning plans and meet their educational goals and objectives, regular assessments should be given to measure their progress. This would be done in partnership with the student and perhaps other members of the facility (i.e., line staff, counselors). The purpose is to create a continuum of competencies that focuses directly on student needs with benchmarks of completion along the way.

The Student Assessment Module contains information regarding various informal assessment tools for teacher use.

CENTER FOR RESEARCH AND PROFESSIONAL DEVELOPMENT NJDA

# National Juvenile Detention Association

## Lesson Plan Cover Sheet

**COURSE TITLE** Training Curriculum for Educators of Youth in Confinement

**MODULE TITLE** Student Assessment

**INSTRUCTOR(S)** ____________

### TIME FRAME

| | |
|---|---|
| **TOTAL (HOURS/MINUTES)** | 3 hours ____ minutes |
| **SUGGESTED SCHEDULE (BEGIN/END)** | Day:<br>Time(s): |

| | |
|---|---|
| **TARGET POPULATION** | Ed. Admin./Educators<br>Program, Facility Directors<br>Juvenile Confinement Facility |
| **NUMBER OF PARTICIPANTS** | 20-30 |
| **SPACE REQUIREMENTS** | |

### PERFORMANCE OBJECTIVE(S)

Following this session participants will be able to design an informal assessment tool appropriate for a given case study.

### EVALUATION PROCEDURES

Assessment instrument, trainer evaluation

## METHODS/TECHNIQUES

Lecture, discussion, role-play

## INSTRUCTOR MATERIALS

1. Lesson Plan
2. Transparencies
3. Construction paper
4. Scenario for role-play

## EQUIPMENT AND SUPPLIES NEEDED

_X_ FLIPCHART & STAND (# NEEDED) _1_

_X_ FLIPCHART PADS (# NEEDED): _1_

____ CHALKBOARD

____ 16 MM PROJECTOR

____ FILM LENGTH: ____ MINUTES

____ SLIDE PROJECTOR

TYPE: ____ CAROUSEL

____ TRAY

____ SOUND-ON-SLIDE

____ SCREEN

_X_ FELT-TIP MARKERS

_X_ MASKING TAPE

____ VIDEO PLAYER

TYPE: ____ ½" VHS

____ OTHER (SPECIFY BELOW)

VIDEO TAPE LENGTH: ____ MINUTES

____ VIDEO TAPE RECORDER WITH CAMERA

____ PUBLIC ADDRESS SYSTEM

_X_ OVERHEAD PROJECTOR

_X_ OTHER (SPECIFY)

Transparencies

## PARTICIPANT MATERIALS (HANDOUTS)

| | TITLE | # NEEDED | WHEN DISTRIBUTED | COMMENTS |
|---|---|---|---|---|
| 1. | Formal Assessment Instruments | 1/trainee | Instructional Input | |
| 2. | Sample Informal Assessment Instruments | 1/trainee | Instructional Input | |
| 3. | Scenario | 1/trainee | Guided Practice | |
| 4. | Training Response Log | 1/trainee | Independent Practice | |

# Lesson Plan

| ASSESSMENT LESSON PLAN | NOTES TO TRAINER |
|---|---|
| ANTICIPATORY SET: **(The Anticipatory Set of this module is conducted as the opening exercise of the training.)** | ⏲ 30 minutes |
| **Activity: Getting to Know You** | |
| **Purpose:**<br>The purpose of this activity is for the trainees and the trainers to get to know the members of the group. | |
| **Procedure:**<br>Prior to the training, the trainers should place a piece of newsprint with heading, marker, and adhesive dots at each table. Headings on the newsprint pages should be: "Years/type of experience," "Educational background," "Things you like best about teaching," "Most difficult moments of teaching," and "Your best quality as a teacher." As the trainees arrive, the trainers should greet them and begin introducing them to each other.<br>Once all of the trainees have arrived, the trainer should have them form five groups of six participants. Each group should begin at one of the tables with the newsprint, markers, and dots. Each group should appoint a recorder. The role of recorder can rotate among the group as they move from table to table. The trainees should introduce themselves to their small group and discuss the heading on the newsprint. The recorder of the group should summarize each trainee's response and record it on the newsprint.<br>After five minutes at the first station, the groups are instructed by the trainer to move to the next table. At the new table, each member of the group will address the new topic. If the recorder finds that the response given is already on the sheet, he/she should put an adhesive dot by the response.<br>After 5 minutes, the groups will rotate to the next table until they have been to all five stations. | Prior to training prepare newsprint with the headings and place the materials on tables. |

| ASSESSMENT LESSON PLAN | NOTES TO TRAINER |
|---|---|
| **Debriefing:**<br>Upon completion of the exercise, the trainer will hang the response sheets on the wall. Debriefing of this activity will occur during the Anticipatory Set of the Student Assessment lesson. | |
| **ANTICIPATORY SET:**<br>The trainer will introduce the Student Assessment module by displaying the **humorous** examples of quick, easy assessment tools. Assessment is a collection of data; interviews; questionnaires; ratings; samples of student work; recordings of student, peer, and/or teacher observations usually collected with the idea that decisions or judgments will be made based on the information.<br>The trainer will remind the trainees of the opening exercise of the training and will ask them to revisit the information gathered during that activity. This activity is an example of an informal assessment. What kinds of information can be gathered based on the information given during this activity? What can be learned about you? What can be learned about the class as a whole? How might this information be used to plan the rest of the training?<br>It was important to get to know each other and about each other. It is also important to get to know the students and to quickly determine where their knowledge, skills, abilities, and personal experiences are in order to design instructional lessons relevant to their needs. This can be accomplished through the assessment process. | 🕒 30 minutes<br>Show Transparency 3-T-1.<br>(Optional)<br>Show Transparencies 3-T-2 through 3-T-8.<br>(Optional)<br>Post newsprint from opening exercise of training on wall. Prior to the presentation of information review the information gathered for patterns, themes, commonalties, and differences in regards to the trainees' knowledge and experience. Print discoveries about the group on construction paper and post on the newsprint. |
| **INSTRUCTIONAL INPUT:**<br>Assessment is an ongoing process for teachers in the classroom. Teachers use assessments to make decisions about students as individuals or as groups, to diagnose difficulties, verify that learning has taken place, and to identify prerequisite learning. Assessments are also used to determine where to start a learning sequence based on students' levels.<br>There are traditionally two kinds of assessment tools: | 🕒 30 minutes |

| ASSESSMENT LESSON PLAN | NOTES TO TRAINER |
|---|---|
| formal and informal assessments. Most detention and corrections education programs have personnel that administer formal assessment instruments or, at minimum, have access to test scores. For example, widely used assessment tools in juvenile confinement facilities are the Woodcock-Johnson and Test of Adult Basic Education (TABE). The trainer will ask the trainees to report other formal assessment tools that are used in their facilities and will record their responses on newsprint. The trainer will then question the trainees on how this information is used and will record their responses next to the name of the test. An example of a response might be: *the Woodcock-Johnson is used to place students in groups* or *the Key Math-Revised is used to determine placement in a textbook.* | Record trainees' responses to questions on newsprint. |
| A listing of formal assessment instruments is included in the handout section of this module. It is not necessary to go into detail about any particular assessment tool; the point is to increase their awareness that such tools exist. | Distribute Formal Assessment Instrument Handout.<br>(Optional) |
| In confinement settings, and especially detention facilities, teachers often receive a new student with little or no previous school information. Unfortunately, student records do not travel as fast as some of the students and are not available for teachers to peruse prior to having the student enter their class. Therefore, informal assessments, typically teacher-made, are the best approach to gathering information and figuring out what the student needs. Informal assessment practices should emphasize student performance, student competencies and give guided instruction for altering performances to further build competencies. Assessments and the information gathered from the assessments should go hand-in-hand with instruction and will form a cyclical process. | |
| Informal assessments reflect the style and preference of the teacher. The "best" assessment tool should be determined by the purpose of the assessment. Certain types of tools are used to gather basic information about the student, whereas another type of tool will be used to gather specific information on what the student has learned. Examples of informal assessments include worksheets, flash cards, and essay writing. Examples of informal assessments are found in the Handout section of the module. Some teachers may hold an interview with the student and ask about his/her school history and provide a few exercises that determine competency level in math and language arts. Additional examples of informal assessments are found in the Handout | Distribute samples of informal assessments from the Handout section of the module. |

| ASSESSMENT LESSON PLAN | NOTES TO TRAINER |
|---|---|
| section of the module.<br>The trainer will ask the trainees to form triads and appoint one member of the group as the recorder. The trainer will allow the groups five minutes to respond to the following questions:<br>• What kinds of informal assessments are used in your classroom or school?<br>• What kind of information do we want to know about our students?<br>After the trainer has allowed each group to report out their responses to the questions, the trainer will ask one more question: Are we getting the information that we need from the assessment tools we are using? If not, why not? The trainer will allow the trainees to discuss any discrepancies. | Provide each group with newsprint and marker. |
| **GUIDED PRACTICE**<br>**A. Standards for Assessing Students**<br>In 1990 a Joint Committee from the American Federation of Teachers, National Council on Measurement in Education, and the National Education Association developed a list of standards regarding assessment of students. This list includes:<br>• Choose assessment methods appropriate for instructional decisions.<br>• Develop assessment methods appropriate for instructional decisions.<br>• Administer, score, and interpret the results of both externally produced and teacher-produced assessment methods.<br>• Develop valid grading procedures that use student assessments.<br>• Communicate assessment results to students, parents and other lay audiences, and other educators.<br>• Recognize unethical, illegal, and otherwise inappropriate assessment methods and uses of assessment information.<br>In a brainstorming exercise, each trainee will write down a list of standards or guidelines for assessing students. The trainer will allow 3 minutes for the exercise. After the time has expired, the trainer will ask each trainee to put a star by | 🕒 1 hour<br>Display list developed by the Joint Committee after the trainees have developed their own list. |

| ASSESSMENT LESSON PLAN | NOTES TO TRAINER |
|---|---|
| his or her most important guideline. The trainer will instruct the trainees to form groups of four. In their small groups they will share their top response. Eliminating any duplicates, the small group will develop a prioritized list of guidelines to follow when assessing students. Each small group will report their prioritized list to the larger group. When all groups have reported out, the trainer will ask the groups to compare their responses to that provided by the Joint Committee | Show Transparencies 3-T-9 and 3-T-10. |
| **B. Scenario**<br>The training team will present a scenario for the trainees. After viewing the scenario, the trainees will form pairs and create an assessment method, technique, or tool in order to get to know the student and/or determine the student's educational needs. The trainees will have 10 minutes to complete the assignment. Each pair will present to the larger group. | Use the scenario included in the Activities section of the module for this activity. The scenario can be delivered as a case study or a role-play. |
| **INDEPENDENT PRACTICE** | 🕒 30 minutes<br>Show Transparency 3-T-11. |
| The trainer will ask the trainees to respond to the following questions in their Training Response Log, reminding the trainees that the Training Response Log is their opportunity to apply the information learned in the training module to their individual circumstances. The trainer will allow the trainees 15 minutes to complete individual responses. The trainer will ask trainees to form small groups to discuss responses. This response time is voluntary depending upon the nature of the trainees' responses.<br>Doing quick, informal assessments is the key to designing curriculum and lesson plans that meet the needs of the student. What techniques, methods, and/or tools do I use with a new student to gather information and to begin preparing an individual learning plan? | |

# Student Assessment
# Resources

Fairhurst, A.M., & Fairhurst, L.L. (1995). ***Effective teaching, effective learning: Making the personality connection in your classroom***. Palo Alto: Davies-Black Publishing.

Gallagher, J.D. (1998). ***Classroom assessment for teachers***. Upper Saddle River: Prentice-Hall.

Jackson, T. (1995). ***More activities that teach***. Cedar City, Utah: Red Rock Publishing.

Maurer, R.E. (1996). ***Designing alternative assessments for interdisciplinary curriculum in middle and secondary schools***. Needham Heights: Allyn and Bacon.

Reineke, R.A. (1998). ***Challenging the mind, touching the heart: Best assessment practices***. Thousand Oaks: Corwin Press.

## Scenario

Paul is a 14-year old, slightly built Caucasian male. He appears shy and insecure in the classroom. You notice he has taken a seat in the back and has slouched down with his hands covering his eyes. When you approach him to welcome him into your classroom, he pretends not to notice. When you ask his name, he mumbles something inaudible. You notice he is reluctant to give eye contact and speaks very softly as if to keep the other students from listening. Finally, you notice a slight speech impediment. When you ask him if he would like to read something while you take care of your other students in order to work with him later, he becomes resistant, giving the excuse, "I get headaches when I read." You notice he squints at the printed material you provided for him. He begins to relax and pay attention when he sees that you have given him a copy of *Sports Illustrated* as a way to determine his personal interests and hobbies.

# Formal Assessment Instruments

## 1. Tests of Learning Capability and Cognitive Functioning

| | |
|---|---|
| Differential Ability Scales (DAS) | Ages 2.6 to 17.11<br>Has out-of-level testing for older low mental ability students. Norms include mentally retarded, emotionally disturbed, gifted, visually and hearing impaired. |
| Hiskey-Nebraska Test of Learning Aptitude | Can be used with deaf and hard of hearing, ages 3 to 17 |
| Kaufman Assessment Battery for Children (KABC) | Ages 2.6 to 12.6 |
| Leiter International Performance Scale | Non-verbal test; deaf, foreign, s/p, autistic, ages 2 to 18 |
| Porteus Mazes | Ages 3 to 12, 14, and Adults<br>Nonverbal test of mental ability |
| Slosson Intelligence Test | Ages 2 to Adult; screening device; problems with norms; poor reliability and validity for school age |
| Stanford Binet Intelligence Scale IV | Not appropriate for deaf or hearing impaired |
| Stanford Binet Intelligence Scale L-M | Ages 2 to Adult |
| System of Multicultural Pluralistic Assessment (SOMPA) | Ages 5 to 11, good to use with minorities |
| Wechsler Adult Intelligence Scale-Revised (WAIS-R) | Ages 16 to 74<br>Can be used with hearing impaired/deaf |
| Wechsler Intelligence Scale for Children-Revised (WAIS-R) | Ages 6.0 to 15.11<br>Can be used with hearing impaired/deaf |
| Wechsler Intelligence Scale for Children-Third Edition | Ages 6.0 to 16.11 |
| Woodcock Johnson Psycho-Educational Battery-Revised | Ages 2 to 90; Grades K-12 and College<br>Test of Cognitive Ability |

## 2. Tests of Achievement

| | |
|---|---|
| Analytical Reading inventory-4th Edition | Primer to Grade 9 |
| Basic Achievement Skills Individual Screener (BASIS) | |
| BRIGANCE Diagnostic Comprehensive Inventory of Basic Skills, Criterion-referenced | Grades K to 9 |
| BRIGANCE Diagnostic Inventory of Essential Skills, Criterion-referenced | Grades 4 to12 |
| Durrell Analysis of Reading Difficulty | Grades 1 to 6 |
| Gray Oral Reading Tests-Revised | Ages 7 to 18 |
| Kaufman Developmental Scale (KDS) | Ages 0 to 3 |
| Kaufman Test of Educational Achievement (K-TEA) | Grades 1 to 12, ages 6.0 to 18.11 |
| Key Math-Revised | Grades K to 9, Ages 5.0 to 16.0 |
| Peabody Individual Achievement Test-Revised (PIAT-R) | K to 12; basal score is usually too high for starting point indicated and false ceilings frequently occur |
| Test of Early Mathematics Ability | Ages 4 to 9 |
| Test of Early Reading Ability | Ages 4 to 8 |
| Test of Reading Comprehension-Revised | Ages 7 to 18 |
| Test of Written Spelling | Ages 6.6 to 18.5 |
| Wechsler Individual Achievement Test | Ages 5 to 19 |
| Woodcock Johnson Reading Mastery Tests-Revised | K to College Senior; identifies individual strengths and weaknesses in reading skill development |

## 3. Tests of Adaptive Behavior-Student's Ability to Comply with Environmental Demands

| | |
|---|---|
| AAMD adaptive Behavior Scale, School Edition | Ages 3 to16 |
| Adaptive Behavior Inventory | Ages 5 to 18.11 |
| Adaptive Behavior Inventory for Children (ABIC) | Ages 5 to11<br>(Part of SOMPA); Manual includes questions in Spanish; Norms for Hispanic, Black, and White |
| Behavior Assessment Battery, 2nd Edition | Children and Adults with severe multiple disabilities |
| Comprehensive Behavior Rating Scale for Children (CBRSC) | Ages 6 to 14 |
| Devereux Behavior Rating Scale-School Form | Ages 5 to 18 |
| Devereux Social Scale For Emotionally Handicapped | Ages 8 to 12 |
| Normative Adaptive Behavior Checklist | Birth to 21 |

| | |
|---|---|
| Scales of Independent Behavior (SIB)-Part of Woodcock-Johnson Psycho-Educational Battery | Infants to 40 plus years |
| Vineland Adaptive Behavior Scales | Birth to 18.11 and low functioning adults |
| Weller-Strawser Scales of Adaptive Behavior for the Learning Disabled | Students identified as Learning Disabled |

### 4. Tests of Communication Skills

| | |
|---|---|
| Clinical Evaluation of Language Fundamentals Revised (CELF), Comprehensive | Ages 5.0 to 16.11 |
| Environmental Language Intervention Program: ELI Criterion-referenced | Infant to Adult, with disabilities and moderate to severe language delays |
| Goldman-Fristoe-Woodcock Auditory Skills Test Battery | Ages 3 to Adult |
| Goldman-Fristoe-Woodcock Test of Auditory Discrimination | Ages 5 to Adult |
| Goldman-Fristoe-Woodcock Test of Articulation | Ages 2 to 16 plus |
| Peabody Picture Vocabulary Test-Revised | Measures receptive language |
| Test for Auditory Comprehension of Language –Revised (TACL-R) | Ages 3 to10<br>Measures receptive syntax |
| Test of Adolescent Language-2 | Ages 12.0 to 18.5<br>Measures semantics and syntax in receptive and expressive language |
| Test of Language Development (TOLD)-2 Intermediate | For older elementary grade students |
| Test of Written Language-2 (TOWL-2) | Ages 7.6 to 17.11 |
| Woodcock Language Proficiency Battery | Ages 3 to 80 plus<br>Measures expressive semantics |

### 5. Tests of Gross and Fine Motor Skills

| | |
|---|---|
| Bruininks-Oseretsky Test of Motor Proficiency | Ages 5 to 9 |
| Detroit Tests of Learning Aptitude | Ages 6.0 to 17.11 |

## 6. Behavioral/Emotional Evaluation Scales

| | |
|---|---|
| Behavior Evaluation Scale | Grades K to 12 |
| Behavior Rating Scale | Ages 6.6 to 18.6, Grades 1 to 12 |
| Burks' Behavior Rating Scale | Grades 1 to 9 |
| Child Behavior Checklist | Ages 2 to 16 |
| Devereux Adolescent Behavior Rating Scale | Ages 13 to 18 |
| Devereux Child Behavior Rating Scale | Ages 8 to12 |
| Hahnemann High School Behavior Rating Scale | Grades 7 to12 |
| Mooney Problem Checklists | Grades 7 to 12, College |
| School Behavior Checklist | Ages 4 to13 |
| School Social Skills Rating Scale | School Ages |
| Social-Emotional Dimensional Scale | Ages 5.6 to 18.5 |

## 7. Tests of Vocational-Occupational Knowledge

| | |
|---|---|
| BRIGANCE Diagnostic Inventory of Essential Skills | Grades 8 to 12 |
| Social and Prevocational Information Battery-Revised (SPIB-R) | Junior/Senior High, Mildly Mentally Disabled |
| Test of Practical Knowledge (TPK) | Grades 8 to12, Ages 12.11 to 18.8 |

## 8. Tests of Vocational Aptitude

| | |
|---|---|
| APTICOM Occupational Aptitude Test Battery | Grades Junior and Senior High and Adults |
| Differential Aptitude Tests, 5th Edition | Grades 7-12 and Adults |
| General Aptitude Test Battery (GATB)<br>U.S. Department of Labor | Sixth Grade Reading Level |
| Non-reading Aptitude Test Battery(NATB) | Non-reading version of GATB; no arithmetic problems and presents vocabulary verbally |
| Occupational Aptitude Survey and Interest Survey-Aptitude Survey (OASIS-AS) | |
| Vocational Adaptation Rating Scales(VARS) | Adolescents and adults with mild to severe retardation |

### 9. Tests of Manual Dexterity

| | |
|---|---|
| Bennett Hand Tool Dexterity Test | These test are very frustrating for mildly mentally disabled students with fine motor coordination problems |
| Crawford Small Parts Dexterity Test | These test are very frustrating for mildly mentally disabled students with fine motor coordination problems |
| McCarron Assessment of Neuromuscular Development-Revised | These test are very frustrating for mildly mentally disabled students with fine motor coordination problems |
| Purdue Pegboard | |
| Pennsylvania Bi-Manual Work Sample | |
| Talent Assessment Program | |

### 10. Vocational Interest Inventories

| | | |
|---|---|---|
| APTICOM Occupational Interest Inventory | Grade 9 to Adult | 4th Grade Reading Level |
| Career Assessment Inventory-Enhanced | Grade 8 to Adult | 8th Grade Reading Level |
| Career Assessment Inventory-Vocational | Grade 8 to Adult | 6th Grade Reading Level |
| Career Interest Inventory | Grades 7 to 12 and Adult | |
| Kuder General Interest Survey-Form E | Grade 6 to 8 and 9 to 12 | 6th Grade Reading Level |
| Kuder Occupational Interest Survey-Form DD | Grade 10 to Adult | 6th Grade Reading Level |
| Kuder Preference Record-Vocational | Grade 9 to 12 | 9th Grade Reading Level |
| Occupational Aptitude Survey and Interest Schedule | Grade 8 to 12 | |
| Reading-Free Vocational Interest Inventory Norms for Handicapped | Grade 9 to Adult | |
| Strong-Campbell Interest Inventory | Grade 8 to Adult | 8th Grade Reading Level |
| Wide Range Interest-Opinion Test | Ages 5 to Adult | Pictorial Inventory |

### 11. Work Samples/Work Evaluation Systems

(These assess students' skills and attitudes on tasks similar to ones they are apt to perform.)

| | |
|---|---|
| Microcomputer Evaluation of Career Areas | 6 to 10th Grade |
| Micro-Tower | 14 years to Adult |
| PREP Work Samples | 9th Grade to Adult |
| Pre-Vocational Skills Assessment Criterion-referenced | Visually impaired, deaf/blind, and severe multiple disabilities |

# Classifying the Five Themes of Geography[1]

NAME ______________________________ Date ________________

**A. Each of the following descriptions belongs under one of the five themes of geography: *location, place, interaction, movement,* or *region*. Write the correct theme underneath each description.**

1. Christopher Columbus was just one of the European explorers who discovered new lands while searching for shorter trade routes.

   ____________________

2. The Canadian city of Montréal is found at approximately 45 degrees N latitude, 76 degrees W longitude.

   ____________________

3. Rain seldom falls in the arid deserts of Arizona.

   ____________________

4. Hardy pioneers moved west across America to lands that offered adventure and new opportunities.

   ____________________

5. New Orleans, Louisiana and Cairo, Egypt are both found at a latitude of approximately 30 degrees N.

   ____________________

6. Pilgrims came to America seeking religious freedom.

   ____________________

7. Dust storms often sweep the level, almost treeless prairies of North Dakota.

   ____________________

8. My city lies along the banks of a clean, sparkling river.

   ____________________

9. Oregon, Washington, and California are Pacific states.

   ____________________

10. A northern area with an extremely cold climate has become known as the Arctic.

   ____________________

**B. On a separate sheet of paper, write a paragraph describing ways in which people in your region interact with their environment.**

---

[1] *Fearon's World Geography andCultures Workbook, 1994.*

# U.S. History Pretest

***Use the following list of events to complete the attached Historic Timeline. Write the appropriate event below the date on the timeline.***

Korean Conflict

Revolutionary War

Period of Indian Removal

War of 1812

Desert Storm

Jamestown Colony is founded

Vietnam

U.S. Constitution is ratified

Civil War

Period of Reconstruction

Columbus arrives in America

World War I

Spanish American War

Stock Market Crash

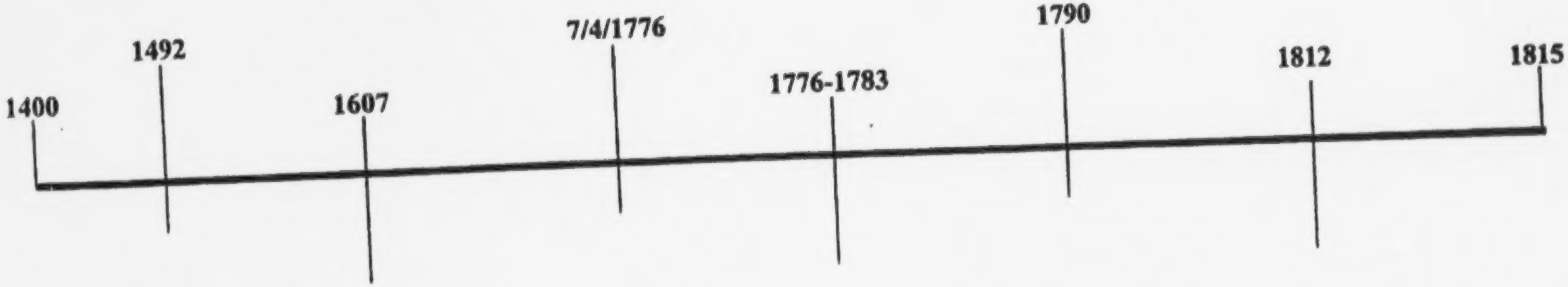
Mexican American War

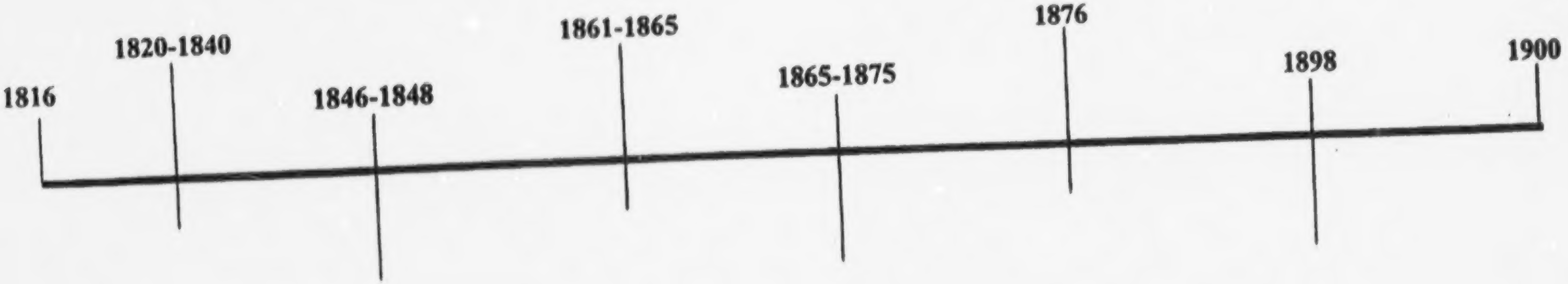
Colorado becomes a state

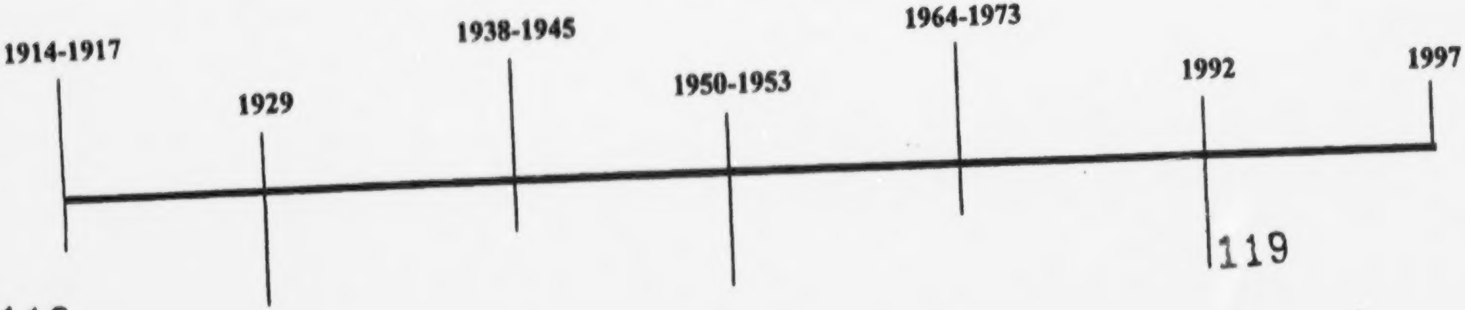
World War II

Declaration of Independence

Name ______________________ Timeline Group: ______________________


1400
1492
1607
7/4/1776
1776-1783
1790
1812
1815


1816
1820-1840
1846-1848
1861-1865
1865-1875
1876
1898
1900


1914-1917
1929
1938-1945
1950-1953
1964-1973
1992
1997

3-H-8

**Mathematics Contract** **36 Days**

**Grading Period: June 29, 1998-August 25, 1998**

I, ____________________________, agree to complete the following program of math instruction to achieve a grade of ______________ for the period 06/29/98 to 08/25/98. Successful completion of this work (with 80% or higher accuracy) will result in the above contracted grade.

**Textbook** ____________________________________ **Start Point** ______________________

| | Assignment | Grade | Date | | Assignment | Grade | Date |
|---|---|---|---|---|---|---|---|
| 1. | | | | 25. | | | |
| 2. | | | | 26. | | | |
| 3. | | | | 27. | | | |
| 4. | | | | 28. | | | |
| 5. | | | | 29. | | | |
| 6. | | | | 30. | | | |
| 7. | | | | 31. | | | |
| 8. | | | | 32. | | | |
| 9. | | | | 33. | | | |
| 10. | | | | 34. | | | |
| 11. | | | | 35. | | | |
| 12. | | | | 36. | | | |
| 13. | | | | 37. | | | |
| 14. | | | | 38. | | | |
| 15. | | | | 39. | | | |
| 16. | | | | 40. | | | |
| 17. | | | | 41. | | | |
| 18. | | | | 42. | | | |
| 19. | | | | 43. | | | |
| 20. | | | | | | | |
| 21. | | | | Budget Project | | | |
| 22. | | | | | | | |
| 23. | | | | Flight Chart | | | |
| 24. | | | | | | | |

Unsuccessful completion of assigned competencies will result in re-negotiation of this contract to include more structure in order to allow the student to succeed.

Youth ______________________________________________ Instructor's Initials _________

## Sample Questions from Placement Inventory[1]

NAME ______________________________ Date ______________

**Book 1:**

1. How many dots are in the box?

• • • • • ______

2. **Write the numbers that are left out.**

56, 57, _____, 59, _____, _____, 62

3. **Write the number that comes next.**

998, 999, _____

**Write the numerals for these number words.**

4. four thousand, eight hundred ninety-three

______________

5. One hundred fifteen dollars and five cents

______________

**Write the number words for these numerals.**

6. 47 ____________________

7. $103.16 ______________________________________________

8. How many tens are in 45? ______________

9. How many hundreds are in 302? ________

10. Circle the biggest number: 81 80 78

---

[1] *Glassboro State College, Adult Education Resource Center, in cooperation with New Jersey State Department of Education, 1978.*

## Level 2

**Book 6**

Solve these word problems

76. In December, there were 3,000 people working at a car factory.
In January, 500 people were laid off.
What percent of the workers were laid off in January?
(Round off your answer to the nearest tenth.) ______________________

77. Marsha's truck gets 15.7 miles per gallon of gas.
She puts 10 gallons in her truck before she leaves for a trip.
How many miles can she travel on 10 gallons of gas? ______________________

In the next two questions, write down what steps you must take to solve the problem. For instance, you might have to add, then divide.

78. John's typing teacher timed John's typing each day.
On Monday, he typed 45 words per minute.
On Tuesday, he typed 46 words per minute.
On Wednesday, he typed 54 words per minute.
On Thursday, he typed 51 words per minute.
On Friday, he typed 59 words per minute.
What was John's average number of words per minute? ______________________

79. Nancy is paid $6.20 an hour for doing odd jobs.
She worked 4½ hours on Monday, 4¾ hours on Tuesday, and 5¼ hours on Thursday.
How much money did she make in all?
Step 1 ______________________
Step 2 ______________________
How much did she make? ______________________

80. Larry paid $533 for a new couch that was on sale.
The regular price was $669.
What percent was the couch marked down?
Step 1 ______________________
Step 2 ______________________
What percent was the couch marked down? (Round off your answer to the nearest percent.)

# *US* and *THEM*

**Match the People and Places in the left column with the events in the right column.**

______ 1. Mary Dyer

______ 2. Cherokee

______ 3. The Mormons of Missouri

______ 4. Harriet Jacobs

______ 5. Philadelphia

______ 6. Rock Springs, Wyoming

______ 7. Wounded Knee

______ 8. Leo Frank

______ 9. Tejano's

______ 10. Felix Longoria

______ 11. Rosewood

______ 12. Internment Camps

______ 13. Charlie Howard

______ 14. Crown Heights

A. Persecuted by the Texas Rangers and killed for their land

B. A recent site of racial violence between African Americans and a Jewish minority (Lubavithcers)

C. Was not allowed to be buried in his home town in Texas and was buried at Arlington Cemetery, Washington, DC

D. Falsely executed for murder because of their race and religion

E. A Florida town that disappeared after racial violence

F. A Puritan that was hung for speaking out for religious freedom

G. Considered un-American because of their religious beliefs and driven from their homes to finally settle in Utah.

H. A gay victim of hatred and murder

I. The site of conflict between Irish Catholic immigrants and Protestants

J. Expelled from their land and traveled the "Trail of Tears"

K. Home for thousands of Japanese during World War II

L. A runaway slave that fought against slavery

M. The site of the massacre of more than 400 Sioux men, women, and children

N. The people of this town attacked and killed Chinese mine workers in the 1800's

**Vocabulary: Define the following terms:**

15. Indigenous

16. Petroglyphs

17. Paleolithic

18. Abolitionists

19. Anasazi

20. Industrial Revolution

21. Stereotype

**Matching (Match the Great Inventor(s) on the left with the Invention on the right):**

______ 22. The Romans

______ 23. Johannes Gutenberg

______ 24. Galileo Galilei

______ 25. James Watt

______ 26. Robert Goddard

______ 27. Thomas Edison

______ 28. Henry Ford

______ 29. Ransom Olds

A. Built first efficient steam engine

B. Built first mass-produced car

C. Built first liquid fuel rocket

D. Created the assembly line

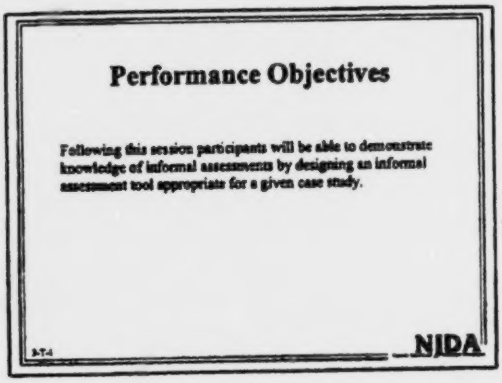
E. Improved the plow

F. Invented the printing press

G. Built first astronomical telescope

H. Invented the electric light

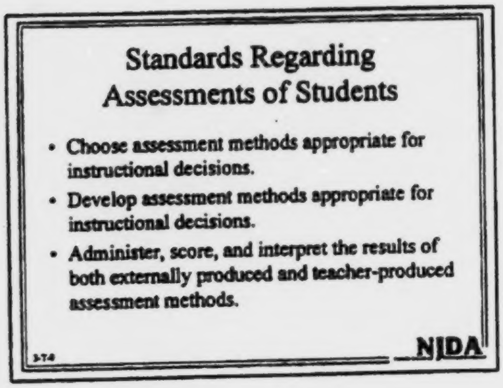
# Transparency Note Taking Guide



## Performance Objectives

Following this session participants will be able to demonstrate knowledge of informal assessments by designing an informal assessment tool appropriate for a given case study.

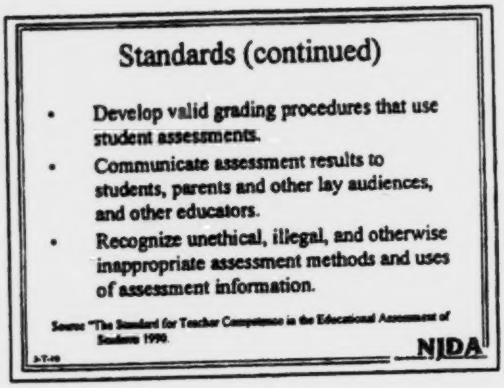
NJDA



## Standards Regarding Assessments of Students

- Choose assessment methods appropriate for instructional decisions.
- Develop assessment methods appropriate for instructional decisions.
- Administer, score, and interpret the results of both externally produced and teacher-produced assessment methods.

NJDA



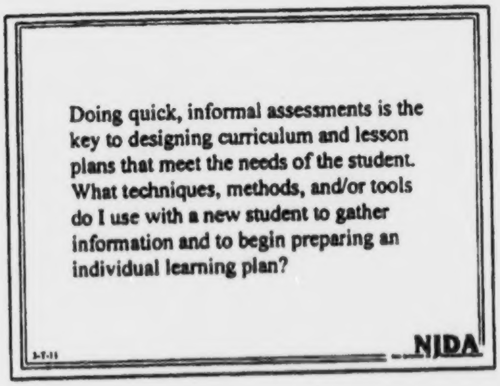
## Standards (continued)

- Develop valid grading procedures that use student assessments.
- Communicate assessment results to students, parents and other lay audiences, and other educators.
- Recognize unethical, illegal, and otherwise inappropriate assessment methods and uses of assessment information.

Source "The Standard for Teacher Competence in the Educational Assessment of Students 1990.

NJDA

# Transparency Note Taking Guide



Doing quick, informal assessments is the key to designing curriculum and lesson plans that meet the needs of the student. What techniques, methods, and/or tools do I use with a new student to gather information and to begin preparing an individual learning plan?

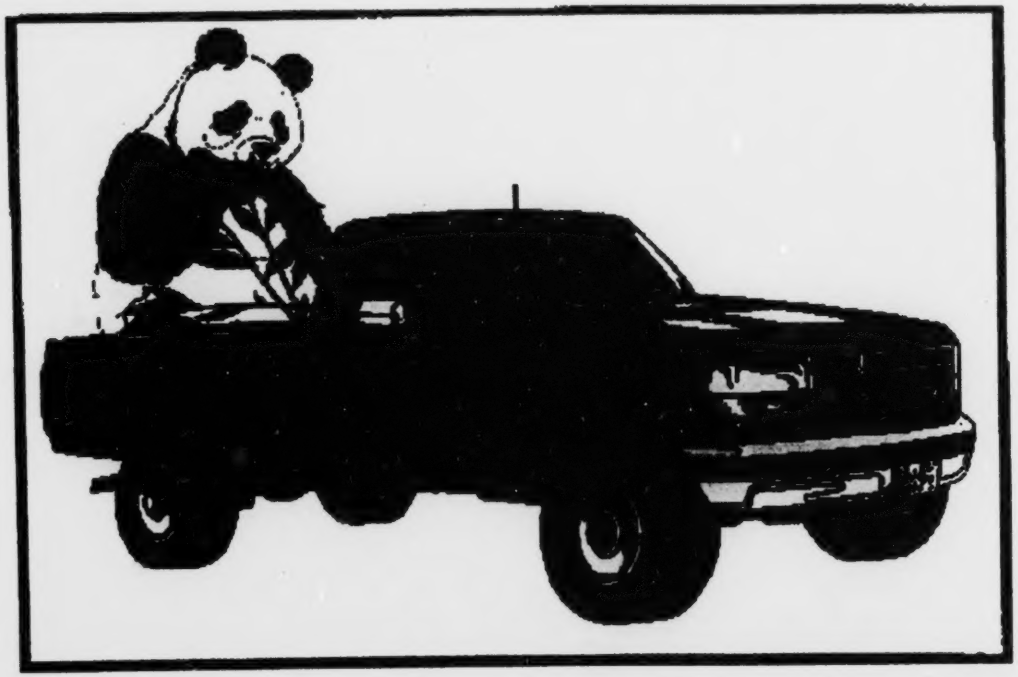
3-T-15

NJDA

# Performance Objectives

Following this session participants will be able to demonstrate knowledge of informal assessments by designing an informal assessment tool appropriate for a given case study.

# Find the Panda



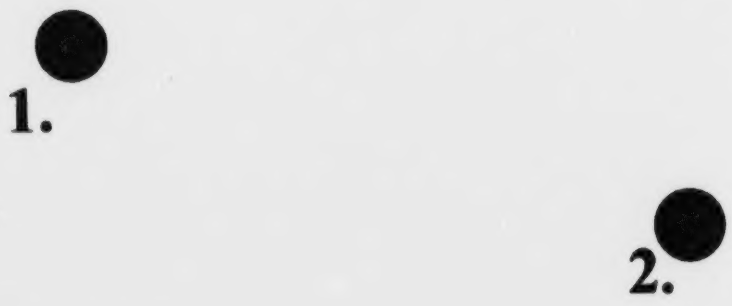
There is a panda hiding in the back of this pickup truck. Can you find it?

YES _____ NO_______

3-T-2

NJDA
Center for Research and Professional Development

# Connect the Dots



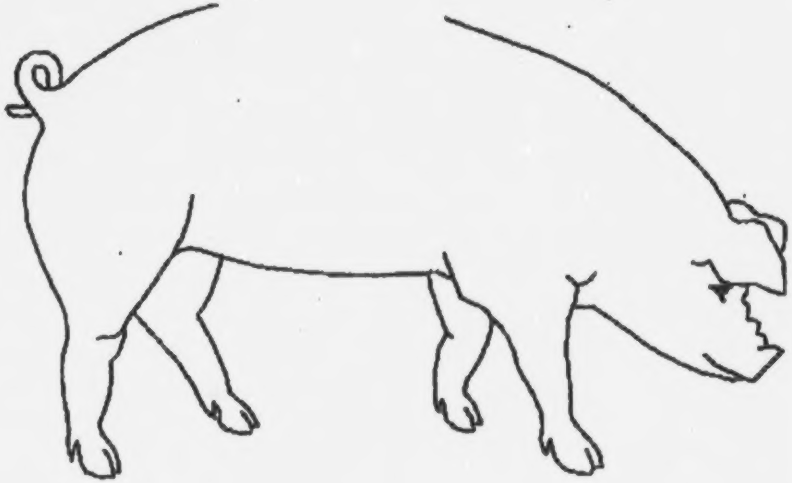
## Word Search

Find the word in the word list by looking across, down, and diagonally, and circle the word you find.

```
X X X X X X X X X X X X X X X X X X X X
X X X X X X X X X X X X X X X X X X X X
X X X X X X X X X X X X X X X X X X X X
X X X X X X X X X X X X X X X X X X X X
X X X X X X X C A T X X X X X X X X X X
X X X X X X X X X X X X X X X X X X X X
X X X X X X X X X X X X X X X X X X X X
X X X X X X X X X X X X X X X X X X X X
```

# What Animal is This?

Guess the animal in the incomplete drawing.

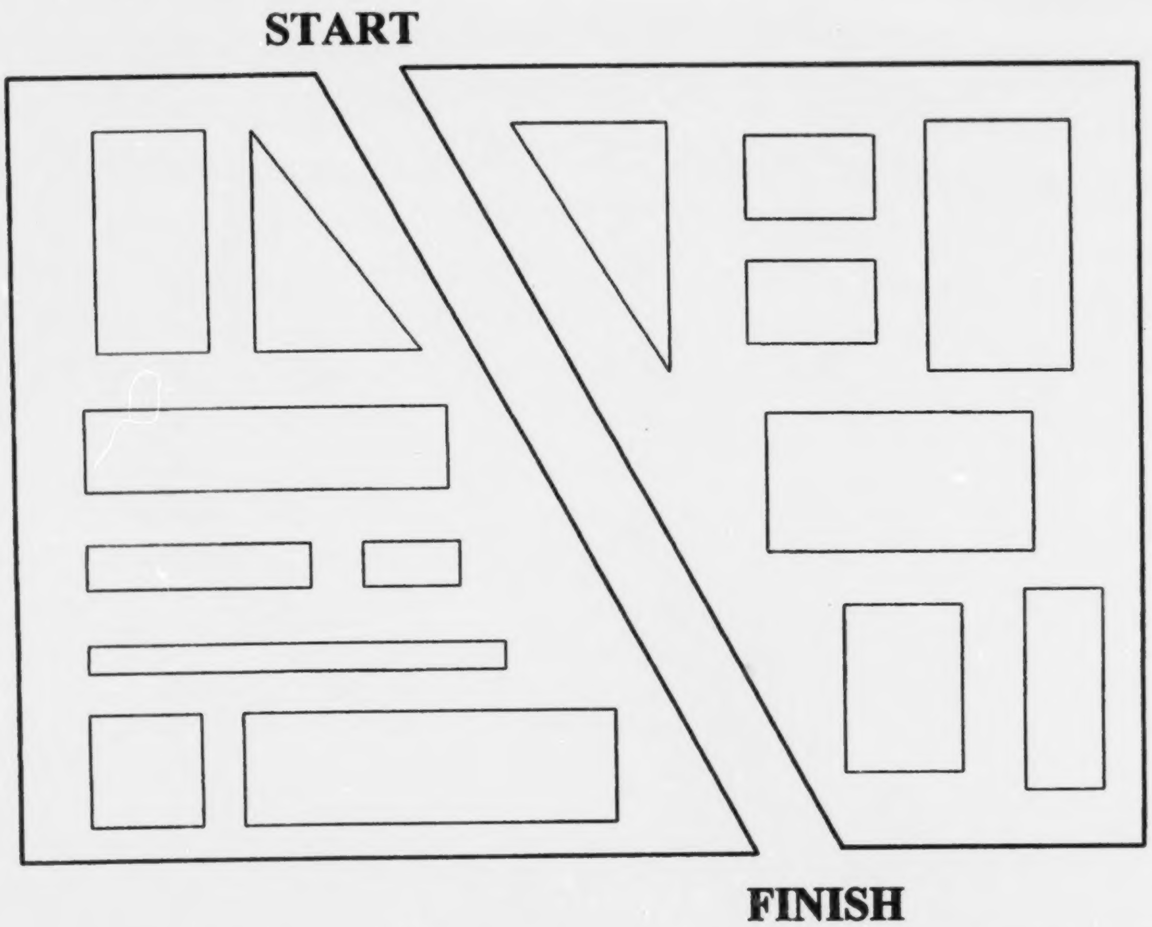


Write your answer here: ____________________

Then see if you can complete the drawing.

# The Maze

Get through the maze!


START
FINISH

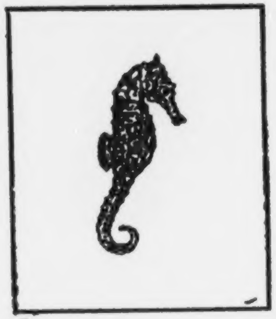
3-T-6

NJDA

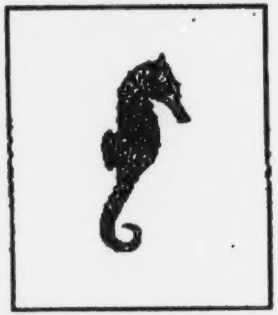
Center for Research and Professional Development

# Which animal is different?

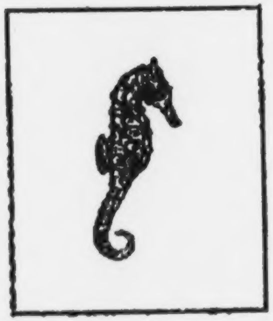
One of these pictures is not like the others. Can you find it?



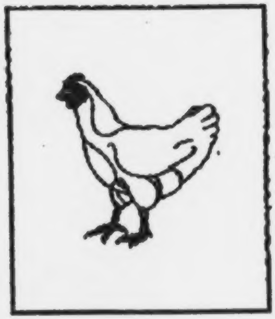
A.



B.



C.



D.

Write your answer here ______________________

# Pick the Bigger One

Which one is bigger?

**A. Pineapple**

**B. Pea**

Write your answer here ____________________

# Standards Regarding Assessments of Students

- Choose assessment methods appropriate for instructional decisions.
- Develop assessment methods appropriate for instructional decisions.
- Administer, score, and interpret the results of both externally produced and teacher-produced assessment methods.

NJDA
Center for Research and Professional Development

# Standards (continued)

- Develop valid grading procedures that use student assessments.
- Communicate assessment results to students, parents and other lay audiences, and other educators.
- Recognize unethical, illegal, and otherwise inappropriate assessment methods and uses of assessment information.

Source “The Standard for Teacher Competence in the Educational Assessment of Students 1990.

3-T-10

NJDA
Center for Research and Professional Development

Doing quick, informal assessments is the key to designing curriculum and lesson plans that meet the needs of the student. What techniques, methods, and/or tools do I use with a new student to gather information and to begin preparing an individual learning plan?

> *"Educators have a duty*
> *to teach the curricula*
> *and an opportunity*
> *to teach*
> *character."*
>
> Greg Henry Quinn
> 365 Meditations for Teachers

# Curriculum

## Rationale

Despite the fact that most youth admitted to confinement facilities have a history of poor academic performance, detention and corrections education curricula have veered little from the path of public school practice. Education in confinement settings attempts to pick up where the public school experience left off and then tries to fill in the gaps. This practice is not enough. Typically, these students are turned-off from education due to past failures, lack of success, and poor attendance. Education programs for youth in confinement need to launch an all-out attack to hook youth into education. This training module addresses two critical issues related to current practices in educational programming for youth in confinement that will aid in this process: **standards-based and student-centered curriculum design.**

**Standards.** Recently, standards have gained attention in national public education. Detention and corrections education should adopt a standards-based approach to curriculum design, implementation and assessment. Studies by Norman (1961), Hughes (1972), Duran (1979), and Hughes and Reuterman (1980) laid the foundation for the development of standards for detention/corrections education. Today, standards from Goals 2000, the American Correctional Association (ACA), the Correctional Education Association (CEA), and content standards set forth by state departments of education, are most commonly used and readily available.

**Student Needs.** Using standards to define programmatic parameters is the first step. Student needs must also dictate curriculum decisions and classroom activities. The students in a typical classroom in a confinement setting often resemble those of the old one-room schoolhouse: they represent various ages, abilities, learning styles, and skill competencies. Thus, a mainstay of educational practice in juvenile detention and corrections classrooms is an Individual Learning Plan (ILP) that addresses the individual needs of each student. Teachers in confinement settings quickly learn that planning must occur on an individual basis and requires fitting the needs of each student to an instructional activity, course of study, or curriculum.

This training module leads participants through activities that emphasize:

- Developing curriculum to fit the requirements of standards.
- Developing curriculum to fit the educational needs of students.

In *Effective Practices in Juvenile Correctional Education* (1994), two characteristics of effective schools are: 1) the educational program meets state and professional standards; and 2) instruction is individualized. The "Curriculum" training module is designed to highlight the importance of these priority issues in the educational practice of teachers in detention and corrections settings.

# National Juvenile Detention Association

Lesson Plan Cover Sheet

| | |
|---|---|
| COURSE TITLE | Training Curriculum for Educators of Youth in Confinement |
| MODULE TITLE | Curriculum |
| INSTRUCTOR(S) | |

**TIME FRAME**

| | |
|---|---|
| TOTAL (HOURS/MINUTES) | 2 hours 45 minutes |
| SUGGESTED SCHEDULE (BEGIN/END) | Day:<br>Time(s): |

| | |
|---|---|
| TARGET POPULATION | Ed. Admin./Educators/Program, Facility Directors-Juvenile Confinement |
| NUMBER OF PARTICIPANTS | 20-30 |
| SPACE REQUIREMENTS | |

## PERFORMANCE OBJECTIVE(S)

Following this session participants will be able to:

1. Describe core components of a quality education curriculum;
2. Create curriculum activities based on content standards; and,
3. Create curriculum activities based on the educational needs of the student.

## EVALUATION PROCEDURES

Group discussion, activities, and trainer evaluation

## METHODS/TECHNIQUES

Small group activities, individual activities, lecture and discussion

## INSTRUCTOR MATERIALS

1. Lesson Plan
2. Transparencies
3. ACA Standards for Detention/Corrections Education Programs
4. Content standards (state-specific when possible)
5. Case Studies (a) sample case (b) long-term/corrections (c) short-term/detention
6. Sample Individual Educational Plan

## EQUIPMENT AND SUPPLIES NEEDED

_X_ FLIPCHART & STAND (# NEEDED) _1_

_X_ FLIPCHART PADS (# NEEDED): _1_

___ CHALKBOARD

___ 16 MM PROJECTOR

___ FILM LENGTH: ___ MINUTES

___ SLIDE PROJECTOR

TYPE: ___ CAROUSEL

___ TRAY

___ SOUND-ON-SLIDE

___ SCREEN

_X_ FELT-TIP MARKERS

_X_ MASKING TAPE

___ VIDEO PLAYER

TYPE: ___ ½" VHS

___ OTHER (SPECIFY BELOW)

VIDEO TAPE LENGTH: ___ MINUTES

___ VIDEO TAPE RECORDER WITH CAMERA

___ PUBLIC ADDRESS SYSTEM

_X_ OVERHEAD PROJECTOR

_X_ OTHER (SPECIFY)

Transparencies

## PARTICIPANT MATERIALS (HANDOUTS)

| TITLE | # NEEDED | WHEN DISTRIBUTED | COMMENTS |
|---|---|---|---|
| 1. ACA Standards for Detention Corrections Education Programs | 1/trainee | Instructional Input | |
| 2. Content Standards – State-specific when possible | 1/trainee | Instructional Input | |
| 3. Sample Individual Education Plan | 1/trainee | Instructional Input | |
| 4. Case Studies: A)sample case<br>B) long-term/corrections<br>C) short-term/detention | 1 set/trainee | Instructional Input/Guided Practice | |
| 5. Training Response Log | 1/trainee | Independent Practice | |

# Lesson Plan

| CURRICULUM LESSON PLAN | NOTES TO TRAINER |
|---|---|
| **ANTICIPATORY SET** | 🕒 15 minutes<br>Show Transparency 4-T-1. (Optional) |
| **Activity: Having A Fit!** | |
| **Purpose:**<br>The purpose of this activity is to help trainees understand the concept of "making things fit" correctly. For the purpose of this training module, the fit is for curriculum to meet student needs not the student fitting the needs of the curriculum. For example, a student may have a learning style that is complemented better by using a phonics approach to reading instruction but the curriculum dictates a whole-language approach. This activity also demonstrates the concept that curriculum must meet certain standards set forth by federal, state, local, or other regulatory agencies (i.e., ACA). | Show Transparency 4-T-2 and 4-T-3. |
| **Procedure:**<br>The trainer will ask the trainees to hold their hands folded in their laps and ask if they are comfortable. Then the trainer will ask the trainees to reverse their thumbs' placement (if the left thumb is folded over the right thumb, then the right thumb would now be folded over the left).<br>The trainer will ask if this feels as comfortable as the first time. Is there a slight discomfort? Does it feel a bit awkward? (Ask for comments from trainees.)<br>The trainer will then ask the group to return their hands to the original position. How does it feel now? | |
| **Debriefing:**<br>Generate a brief discussion around what seems to fit best as it relates to designing a lesson plan, curriculum, or education program to meet the individual needs of a student ("right" fit) rather than imposing a set curriculum on a student regardless of whether it is appropriate or relevant to his/her needs ("wrong" fit). In this module, we are going to | |

| CURRICULUM LESSON PLAN | NOTES TO TRAINER |
|---|---|
| examine “fit” from two perspectives: standards and student needs. | |
| **INSTRUCTIONAL INPUT** | 🕒 30 minutes |
| The curriculum must meet the requirements of the standards. The trainer will lead a discussion with the following questions:<br>• What are standards?<br>Desired responses: *guidelines, legal statements, rules, benchmarks, ways to measure competency, and set criteria.*<br>• What is the function of standards?<br>Desired responses: *measure competency, define minimum requirements and qualities, to provide direction for quality programs.* | For review purposes, show Transparency 4-T-1.<br>Facilitate a group discussion on standards: what are they, what is the function of standards, and who sets standards for programs and curriculum?<br>Distribute handouts of sample ACA Standards for Juvenile Training Schools and Detention Facilities. |
| • Who sets standards for their programs and curriculum?<br>Desired responses: *there are sources for program as well as curriculum standards. Programmatic standards make sure that the educational milieu makes it possible to teach/learn effectively. An example of a program standard is the Special Education requirement of a teacher/student ratio of one to ten. Curriculum or content standards identify what is to be taught in the education program.*<br>  • Program Standards<br>  Desired Responses: *ACA (American Correctional Association), Juvenile Justice, Goals 2000, CEA (Correctional Education Association), IDEA (Special Education mandates).*<br>  • Content Standards<br>  Desired Responses: *State Departments of Education, internal policies and procedures.* | For review purposes show Transparency 4-T-2. |
| • How do we as teachers apply the concept of “curriculum meets the requirements of the standard?” Use the example provided by the Lookout Mountain/State of Colorado program to provide a model for participants to use (Geography Unit). | Distribute handout of sample content standards (Colorado Model). |

| CURRICULUM LESSON PLAN | NOTES TO TRAINER |
|---|---|
| **GUIDED PRACTICE** | 🕒 30 minutes |
| **Activity: Standards Drive Curriculum** | |
| **Purpose:**<br>The trainer will present information that helps the trainees understand what standards are, why we have them, and how to design a curriculum to meet the standards. | |
| **Procedure:**<br>The trainer will group trainees based on content areas. For example: math teachers will be in one group, language arts teachers in another, and so on. The trainer will distribute copies of state-specific content standards (see handouts) to trainees. The trainees will be asked to write three learning activities that meet the content standards in their content area. For example, the math teachers would write activities that require critical-thinking skills in solving computation problems. The trainer will give group 15 minutes to complete the task. | **Depending on the type of training (regional, state, agency, or individual), it is important for the trainer to secure copies of applicable content standards.** |
| **Debriefing:**<br>The trainer will ask each group to share one of their activities. The trainer will then facilitate a review discussion fielding questions from the trainees on standards-driven curriculum. | |
| **INSTRUCTIONAL INPUT** | 🕒 30 minutes |
| The curriculum must fit the educational needs of the student. Standards and research have identified core components of a quality curriculum to include academic, lifeskills, and social skills.<br>The trainer will divide the trainees into three small groups and assign each group a category: academic, lifeskills, or | **Upon completion of the activity, show Transparencies 4-T-4 through 4-T-7.** |

| CURRICULUM LESSON PLAN | NOTES TO TRAINER |
|---|---|
| social skills. The trainer will instruct each group to identify a recorder and brainstorm about what is included under each curriculum category. The groups will report back to the larger group. | |
| The trainer will ask the trainees "How do we as teachers apply the concept that curriculum must fit the educational needs of the student?" After the trainees have discussed the question, the trainer will provide trainees a case study of a student. As a group the trainees will develop a curriculum written to meet the educational needs of the student. | Use Case Study A from the Activities section of the module. |
| The trainer will also provide an example of an Individualized Education Plan for a special education student in which a committee has already determined the needs of the student. The trainer will have the trainees design a curriculum for this student that meets student needs and complies with standards. | Distribute sample IEP found in the Activities section of this module. |
| **GUIDED PRACTICE** | 🕒 30 minutes |
| **Activity: Student Needs Drive the Curriculum** | |
| **Purpose:**<br>The trainer will present information that helps the trainees understand how students' educational needs drive the curriculum. | |
| **Procedure:**<br>The trainer will distribute case studies to the trainees and will ask them to:<br>• review the case study,<br>• identify the education needs of the students, and<br>• create three activities that represent examples of designing a curriculum to meet the educational needs of students. It is also important that these activities comply with standards. | The trainer will use Case Study B (Corrections) and/or Case Study C (Detention) from the Activities section of this module.<br>*Special Note to the Trainer:* There are two different case studies: one for short-term(detention) Case Study B; and one for long-term(corrections) Case Study C. Either hand out both and the trainees can choose the appropriate one, or ask by a show of hands who will teach in detention/corrections, and distribute accordingly. |

| CURRICULUM LESSON PLAN | NOTES TO TRAINER |
|---|---|
| **Debriefing:**<br>The trainer will ask a reporter from each group to summarize their activities. The trainer will then facilitate a review discussion on any questions or comments the trainees may have regarding a student needs-driven curriculum. | |
| **INDEPENDENT PRACTICE**<br>The trainer will ask the trainees to respond to the following questions in their Training Response Log, reminding the trainees that the Training Response Log is their opportunity to apply the information learned in the training module to their individual circumstances. The trainer will allow the trainees 15 minutes to complete individual responses. The trainer will ask trainees to form small groups to discuss responses. This response time is voluntary depending upon the nature of the trainees' response.<br>Does the curriculum of my program have the necessary components to address program standards, content standards and student needs? If not, what changes need to be made, and who is responsible for these changes? | 🕒 30 minutes<br>Show Transparency 4-T-8. |

## Curriculum Resources

Adwell, S., and B. Wolford. (1983). Development and Growth of Standards for Correctional Education. ***Journal of Correctional Education, 34***(4): 123-125.

American Correctional Association. (1991). ***Standards for juvenile training schools***. (3rd ed.). Laurel, MD: The Association.

American Correctional Association. (1991, May). ***Standards for juvenile detention facilities*** (3rd ed.). Laurel, MD: The Association.

Coffey, O. D. (1994). ***Effective practices in juvenile correctional education: A study of the literature and research 1980-1992***. Washington, D.C.: U.S. Department of Justice, Office of Justice Programs, Office of Juvenile Justice and Delinquency Prevention.

Correctional Education Association. (1997). ***Standards for adult and juvenile correctional education programs***. College Park, MD: The Association.

Roush, D. W. (1996, October). ***Desktop guide to good juvenile detention practice.*** Washington, D.C.: U. S. Department of Justice, Office of Juvenile Justice and Delinquency Prevention.

Victor is a 17-year old male who has been in and out of detention and correctional institutions since he was 13. His infractions have included breaking and entering, petty larceny, shoplifting, and, his latest offense, carrying a gun to school. Victor has had no involvement with substance abuse but has a long history of gang membership.

*Educational Profile:*
Victor scores high on achievement tests and has advanced reading and math skills for his age. He communicates very well verbally. He is interested in computer technology. He has attained enough credits at the local high school to be a second semester freshman.

*Family Profile:*
Victor comes from a single-parent home with four siblings, all younger than he. He was physically abused by his uncle at an early age. Victor's mother is an alcoholic and has been incarcerated for a larceny charge during which time the children stayed with the abusive uncle. Victor is the father of a child though he is not married, nor is he interested in making a life with the mother.

*Personal Profile:*
Victor is a likable young man who has an outgoing personality. He has exhibited a problem dealing with anger in the past but, through counseling, has resolved some of those issues. He uses his verbal skills to manipulate others and find loop-holes in most situations. Victor has innate leadership skills which he used to lead gangs in his neighborhood. Victor does not want to return to his neighborhood because he knows he will fall back into the gang activities.

Yvette is a 16-year old girl with a history of substance abuse. She is a single parent and during her incarceration her grandmother has custody of the child. Yvette was committed to the State Department of Youth Services for participating in an armed robbery of a convenience store in which the cashier was seriously injured.

Yvette is receiving treatment for her substance abuse during her incarceration. Yvette has completed her ninth grade credits but wishes to earn a GED instead of a high school diploma. She is not the typical offender. She has average intelligence and fairly good comprehension skills, especially when lessons are presented to her visually. Yvette wants to be a small business owner and run a nail salon. She has good social skills and gets along well with her peers. Yvette has a minor hearing impairment due to a fall down a flight of stairs as a young child. Records indicate she received no medical treatment for this.

Jocko is a 15 year old male. He has been adjudicated to the Central Youth Corrections Services due to repeated activity in petty larceny, drug dealing and, most recently, involvement in a shooting incident in which he seriously injured another youth. Jocko is resistant to treatment and defiant toward authority. He is unresponsive to counseling and shows little remorse for his crimes. He denies having a substance abuse problem; however, his most recent urinalysis tested positive. He has had many out of home placements due to a dysfunctional family life.

Jocko has not completed the equivalent of his freshman year of high school. He has difficulty reading, and records indicate a mild learning disability in making connections between words and their meaning. His math scores are around the fourth grade level. He is very insecure in the classroom, which impairs his ability to trust others and engage them in positive ways. He does not make eye contact and does not interact well with others.

Jocko does have a keen interest in sports. He idolizes Michael Jordan and can recite Chicago Bulls' statistics to the *nth* degree. His athletic skills are advanced; yet, he does not handle competition well, which often disqualifies him from participation in athletic events.

# INDIVIDUALIZED EDUCATION PROGRAM (IEP)

IEP Meeting Date:__________

Student Name:______________________________ DOB:__________ Age:_______

Parent Name: ______________________________ Grade: ________________

Address: _________________________________ Phone: (H)_______________

_________________________________________ (W)_________________

School Year:______________ School District: ___________________________

Anticipated Year of Graduation:______

County of Residence: ___________________ Other Information:______________

____________________________________________________________________

## IEP TEAM/SIGNATURES*

The Individual Education Program (IEP) Team makes the decisions about the student's program and placement. The student's parent(s), the student's regular teacher and a representative from the local education agency are required members of this team. A regular education teacher must also be included if the student participates, or may participate in, regular education. Signature on this IEP documents attendance, and not agreement.

Name (typed or printed) Position(typed or printed) Signature*

____________________ Parent ____________________

____________________ Parent ____________________

____________________ Student* * ____________________

____________________ Regular Education Teacher ____________________

____________________ Special Educational Teacher ____________________

____________________ Local Educational Agency Req. (Chair) ____________________

____________________ Vocational Technical Representative *** ____________________

____________________ Community Agency Representative **** ____________________

** The IEP team must invite the student if transition services are being planned or if the parent choose to have the student participate.

*** Must be present if a Vocational Technical program is being considered.

**** As determined by the IEP team Chairperson.

**PROCEDURAL SAFEGUARDS NOTICE**

I have received a copy and understand the content of the Procedural safeguards Notice.

Signature: ________________________________ Date Received: ____________________

## I. SPECIAL CONSIDERATIONS THE IEP TEAM MUST ADDRESS BEFORE DEVELOPING THE IEP

A. Is the Student Blind or Visually Impaired?

___ No

___ Yes - Team must address the need for Braille/Braille instruction based on the student s current and future reading and writing skills and needs and will be included in the development of the IEP.

___ Yes - Team does not need to address the need for Braille/Braille instruction based on the student's current and future reading and writing skills and needs.

B. Is the Student Deaf or Hearing Impaired?

___ No

___ Yes - Team must address the student's language and communication needs, opportunities for direct communication with peers and professional in the student's language and communication mode, academic level, and full range of needs including opportunities for direct instruction in the child's language and communication mode in the development of the IEP

C. Does the Student Exhibit Behaviors that Impede His/Her Learning or That of Others?

___ No

___ Yes - Team must develop strategies including positive behavior interventions and supports in the IEP.

D. Does the Student Have Limited English Proficiency?

___ No

___ Yes - Team must address the language needs of the student in the development of the IEP.

E. Does the Student Have Communication Needs?

___ No

___ Yes - Team must address the communication needs of the student in the development of the IEP.

F. Does the Student Require Assistive Technology Devices and Services?

___ No

___ Yes - Team must address the student's assistive technology needs in the development of the IEP.

G. Does the Student Need Transition Services?

1. Will the Student be 14 Years of Age or Older Within the Duration of this IEP?

___ No - Delete Section III

___ Yes - Team must address the student's course of study and low it applies to components of the IEP

Student's Course of Study: ______________________________

2. Will the Student be 14 years of Age or Older Within the Duration of this IEP or is the Student
Younger and in Need of Transition Services as Determined by the IEP Team?

___ No- Delete Section III

___ Yes - Team must address and complete Section III.

H. Is the Student Within Three (3) Years of Graduation?

___ No - Go to Section II

___ Yes - Team must address graduation plan below.

Plan for Completion of Necessary Credits for Graduation:

Eligibility for graduation will be based upon:

___ Option A - Completion of IEP goals and Objectives (Should be linked to planned courses)

OR

___ Option B - Completion of School district Outcome/Standards

If you select Option B, Choose one of the following:

___ Course Requirements (attach a list of courses)

OR

___Assessment, Independent study, student project, other educational experiences (attach plan)

## II. PRESENT LEVELS OF EDUCATIONAL PERFORMANCE

A. Summary of Performance in the current educational Program:

B. Strengths:

C. Needs:

D. The Student's Disability Affects Involvement and Progress in General Education Curriculum in the Following Ways:

________________________________________

________________________________________

________________________________________

________________________________________

________________________________________

________________________________________

________________________________________

________________________________________

## III. TRANSITION PLANNING

Person(s) responsible for coordinating transition activities:

________________________________________

________________________________________

**A. Desired Post-school Outcomes**: Define and project the desired post-school outcomes as identified by the student, parent and IEP team for this areas: Community Living, Employment or Postsecondary Education/Training or both.

1. Post Secondary Education/Training (Define the outcome or explain why it's not needed):

________________________________________

________________________________________

2. Employment (Define the outcome or explain why it's not needed):

________________________________________

________________________________________

3. Community Living (Define the outcome or explain why it's not needed):

a) Residential:

________________________________________

________________________________________

b) Recreation/Leisure:

________________________________________

________________________________________

**B. Instructional areas needed to support desired post-school outcomes:** The instructional areas should support the desired post-school outcomes. The instructional areas checked "Yes" below, should appear in the IEP as annual goals, short-term instructional objectives or benchmarks, and/or specially designed instruction. Indicate whether or not the student needs transition services in the instructional areas listed. State how they will be provided or explain why they are not needed.

Instructional (Academic and/or Community based): ____ Yes ____ No

Community-based Experience: ____ Yes ____ No

Additional Instructional Areas/Activities needed to support desired Post- School Outcomes: May include, but are not limited to:
Acquisition of Daily Living Skills ___ Yes ___ No *If the student is attending an approved vocational-technical program at an AVTS or school district, the

Functional Vocational Evaluation ___ Yes ___ No *Program, including classification of instructional program (CIP) title, a six-digit code must be listed:

Career Education ___ Yes ___ No ____________________

Vocational-Technical Education* ___ Yes ___ No

Other ___ Yes ___ No

**C. Linkages**

Agencies which may provide services/support (before the student leaves the school setting);

Agency Name Phone Number

Responsibilities/Linkages

**D. Transfer of Rights at the Age of Majority:** (If the student is twenty years of age, describe any rights that will transfer from the parent to the student at age twenty-one.)

**IV. GOALS AND OBJECTIVES:** (Use as many copies of this page as needed to plan appropriately for the student.)

A. Measurable Annual Goal:

B. Short-Term Instructional Objectives or Benchmarks:

**Objectives/Benchmark -**

Expected Level of Achievement -

Method of Evaluation -

**Objectives/Benchmark -**

Expected Level of Achievement -

Method of Evaluation -

**Objectives/Benchmark -**

Expected Level of Achievement -

Method of Evaluation -

Note: Specially designed instruction may be added with each goal/objective and/or listed in Section V.

## V. SPECIAL EDUCATION RELATED SERVICES AND SUPPLEMENTARY AIDS AND SERVICES

**A. Program Modification and Specially Designed Instruction**: (Specially designed instruction may be listed with the goals and objectives)

**B. Related Services:**

Transportation: ______________________________________________

List the services that the student needs in order to benefit from or access his/her program:

Projected * Anticipated*

Service Location Beginning Date Frequency Duration

| | | | |
|---|---|---|---|
| | | | |
| | | | |

*If differs from IEP beginning and duration dates.

**C. Supports for School Personnel:**

**D. Extended School Year**: IEP Team has considered and discussed with a determination made for every student.

**E. IEP Team Has Considered, If Appropriate, The Student's Needs For**:

1. Adaptive Physical Education ____________
2. Enrichment and Advancement ____________

## VI. LEAST RESTRICTIVE ENVIRONMENT (LRE)

**A. Participation in State and District-wide Assessments**:

_____ Student will participate in State and District-wide assessments without accommodations.

OR

_____ Student will participate in State and District-wide assessments with the following accommodations:

List the accommodations to be given which are both:

1) identified in this IEP for instructional purposes and

2) allowable for the test to be administered

OR

_____ Student will not participate in State and District-wide assessment because:

______________________________________________

Educational progress of the student will be assessed through the following alternate method(s):

______________________________________________

**B. Explanation of the Extent, if any, The Student will NOT Participate with Children without Disabilities in the Regular Class, or in the General Education Curriculum:**

______________________________________________

______________________________________________

______________________________________________

______________________________________________

**C. Placement:**

1. Appropriate Group: ______________________________
2. Level of Intervention: ______________________________
3. Location of Intervention: ______________________________

**VII. DATES**

A. Projected Date When Services and Programs Will Begin: _____/_____/_____
month day year

B. Anticipated Duration of Services and Programs: _____/_____/_____
month day year

**C. IEP Review/Revision Date(s):**

(Document the dates of any reviews/revisions of this IEP)

_____/_____/_____ _____/_____/_____ _____/_____/_____
month day year, month day year, month day year

## VIII. PROGRESS REPORTING:

**A. How School will report Progress Towards the Annual Goals:**

**B. How Frequently the School will Report Progress Towards the Annual Goals:**

## IX. EXIT CRITERIA:

These are the criteria which will be used to determine when a student is no longer in need of special education services.

Decision Points:

_____ No longer requires specially designed instruction

_____ No longer of school age

_____ Met designated requirements as specified in graduation plan

_____ Other (specify)

__________________________________________________________

__________________________________________________________

# Sample ACA Standards for Juvenile Training Schools

There is a comprehensive education program for juveniles.

Educational and vocational training and work opportunities are available to all juveniles except when there is substantial evidence to justify otherwise.

Written policy, procedure, and practices provide that each juvenile is assessed in terms of academic, vocational, and personal needs.

The educational program allows for flexible scheduling that permits juveniles to enter any time and to proceed at their own learning pace.

## Sample ACA Standards for Juvenile Detention Facilities

There is a comprehensive education program for juveniles.

Education staff should determine the need for and provide remedial education services.

The educational program is supported by specialized equipment that meets minimum state education standards.

There is an annual evaluation to measure the effectiveness of the education program against stated objectives.

# Colorado Model Content Standards

**Content Area:** Geography

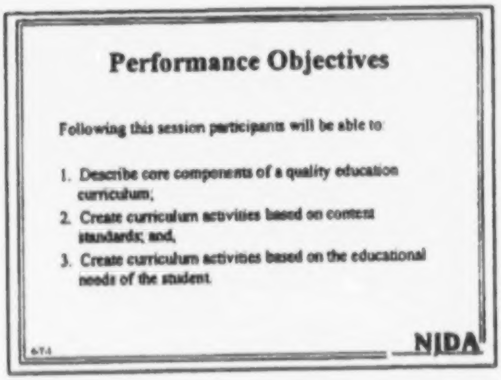
**Standard:** Students know how to use maps, globes, and other geographic tools to locate and derive information about people, places, and environments.

**Substandard 1.3:** Students know how to analyze the spatial organization of people, places, and environments on Earth's surface.

**Grade Level Objectives:** As students in grades 9-12 extend their knowledge, what they know and are able to do includes using technologies to represent and interpret Earth's natural and human systems.

**Performance Objective:** Upon conclusion of the course, the students will be able to identify the ocean and continents on a map.

# Transparency Note Taking Guide

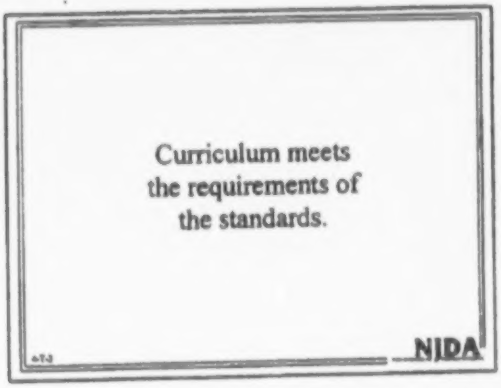


## Performance Objectives

Following this session participants will be able to:

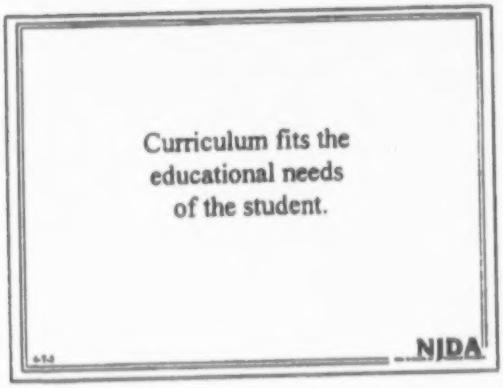
1. Describe core components of a quality education curriculum;
2. Create curriculum activities based on content standards; and,
3. Create curriculum activities based on the educational needs of the student.

NJDA



Curriculum meets
the requirements of
the standards.

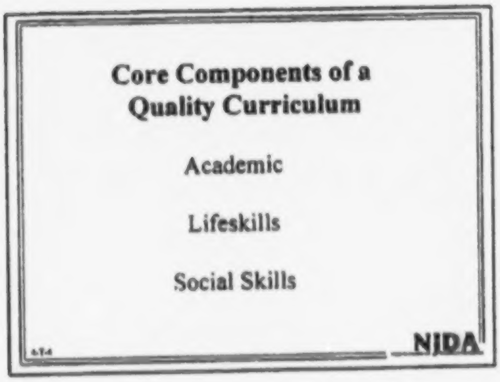
NJDA



Curriculum fits the
educational needs
of the student.

NJDA

# Transparency Note Taking Guide



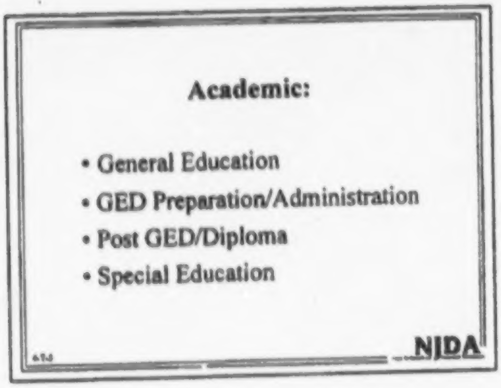
**Core Components of a Quality Curriculum**

Academic

Lifeskills

Social Skills

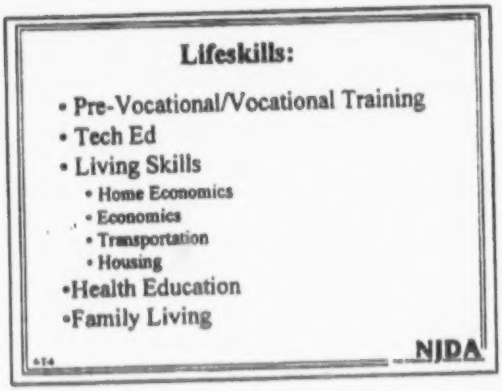
NJDA



**Academic:**

- General Education
- GED Preparation/Administration
- Post GED/Diploma
- Special Education

NJDA

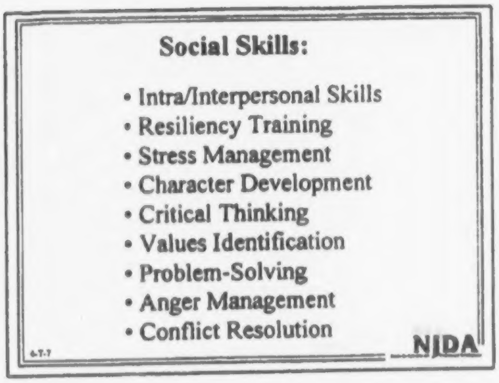


**Lifeskills:**

- Pre-Vocational/Vocational Training
- Tech Ed
- Living Skills
  - Home Economics
  - Economics
  - Transportation
  - Housing
- Health Education
- Family Living

NJDA

# Transparency Note Taking Guide

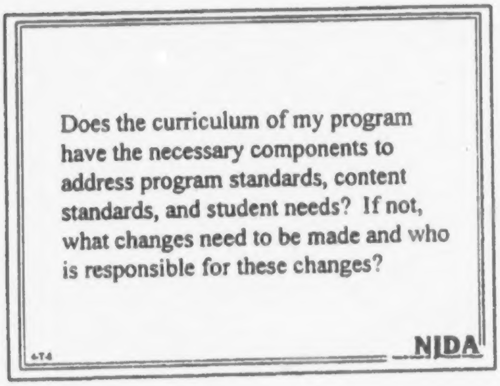


**Social Skills:**

- Intra/Interpersonal Skills
- Resiliency Training
- Stress Management
- Character Development
- Critical Thinking
- Values Identification
- Problem-Solving
- Anger Management
- Conflict Resolution

4-T-7

NJDA



Does the curriculum of my program have the necessary components to address program standards, content standards, and student needs? If not, what changes need to be made and who is responsible for these changes?

4-T-4

NJDA

# Performance Objectives

Following this session participants will be able to:

1. Describe core components of a quality education curriculum;
2. Create curriculum activities based on content standards; and,
3. Create curriculum activities based on the educational needs of the student.

4-T-1

NJDA
Center for Research and Professional Development

Curriculum meets
the requirements of
the standards.

Curriculum fits the
educational needs
of the student.

4-T-3

NJDA
Center for Research and Professional Development

# Core Components of a Quality Curriculum

Academic

Lifeskills

Social Skills

4-T-4

NJDA
Center for Research and Professional Development

# Academic:

- General Education
- GED Preparation/Administration
- Post GED/Diploma
- Special Education

NJDA
Center for Research and Professional Development

# Lifeskills:

- Pre-Vocational/Vocational Training
- Tech Ed
- Living Skills
  - Home Economics
  - Economics
  - Transportation
  - Housing
- Health Education
- Family Living

# Social Skills:

- Intra/Interpersonal Skills
- Resiliency Training
- Stress Management
- Character Development
- Critical Thinking
- Values Identification
- Problem-Solving
- Anger Management
- Conflict Resolution

4-T-7

**NJDA**
Center for Research and Professional Development

Does the curriculum of my program have the necessary components to address program standards, content standards, and student needs? If not, what changes need to be made and who is responsible for these changes?

*"The art of*
*being taught*
*is the art of*
*discovery,*
*as the art of*
*teaching*
*is the art of*
*assisting discovery."*

**anonymous**

# Teaching and Learning

## Rationale
## Instructional Strategies that Maximize Learning Opportunities

Simply duplicating the programs and practices of the traditional public schools has proven to be ineffective in juvenile confinement education programs (LeBlanc, Pfannenstriel, and Tashjian, 1991). Most of the students entering detention/corrections education programs have a long history of school failure. In order to interrupt this continuum of failure, teachers' instructional strategies, as well as the curriculums, must change. The needs of the students dictate that teachers go beyond the traditional lecture, worksheet, review and test format of which the focus was the transfer of knowledge from teacher to student. Students in juvenile confinement facilities need instruction in communication, problem-solving, decision-making, interpersonal relationships, values, critical thinking, formation and healthy lifestyle choices. The students' histories of school failure, the different needs in terms of content areas, as well as the learning styles of the students, advocate the use of different curriculum instructional strategies.

Teachers in juvenile confinement education programs need to incorporate teaching strategies that involve their students in the learning process. Students who are involved will understand more and remember the information for a longer period of time. In *Teaching to Change Lives*, Howard Hendricks states, "Maximum learning is always the result of maximum involvement." In this training module, participants will be exposed to teaching strategies that promote active learning. These strategies include:

- **peer tutoring**
- **group facilitation**
- **active learning**
- **individualization**
- **direct instruction**

Einstein once wrote, "It is nothing short of a miracle that the modern methods of instruction have not yet entirely strangled the holy curiosity of inquiry." Teachers in confinement facilities have a chance to rekindle this curiosity for learning. This, however, cannot happen unless teachers develop skills to tap into the unique learning styles of their students. It cannot happen if teachers continue to use the same teaching strategies used in the traditional school setting–the same strategies that have proven frustrating for most of the detention/corrections population.

## Learning Styles

For almost two decades David A Kolb's Experiential Learning Theory (1974, 1984) has been recognized as a reliable vehicle for describing individual differences in learning. After years of validation, few people would disagree that differences in learning style do exist, and these differences influence individual motivation, learning and performance. This information has serious implications for teachers of youth in confinement. Therefore, the purpose of the learning styles lesson is to examine how students learn. Beyond this, it is also important to realize how this information influences the organization of the classroom and the design and delivery of the lesson plan.

There are many instruments available that determine an individual's learning style. For the purpose of this lesson, trainees will complete the Learning Type Measure (LTM). The LTM reflects individual preferences for attending to, acting upon and creating representations of knowledge. The LTM is based primarily on the work of Carl G. Jung (constructs of feeling, thinking, sensing, intuition, extroversion, and introversion) and David A. Kolb (constructs of concrete experiential, reflective, abstract and active learners).

The LTM identifies three determinants of an individual's learning type: the amount of attention and the order of importance individuals give to certain aspects of learning, how individuals process new information and the personal preference for left- or right-mode approaches to learning. The LTM allows the trainee to collectively examine these three dimensions of learning type in terms of the individual cycle of learning as well as the interaction of one preference style with that of another.

Teachers in confinement facilities will typically have students in their classrooms with a variety of learning styles and a broad range of abilities, interests, and aptitudes. This has implications for the teachers in terms of the development of individual learning plans and the choice of design and delivery strategies. Bobal (1984), a correctional teacher, found from her own experience that instruction for juvenile delinquents also needs to be conducted in an unconventional classroom setting, with a lot of varied and challenging materials, an emphasis on thinking skills and with frequent feedback, rewards, and goal-setting. The learning styles module is presented to bring awareness, understanding, and appreciation for the different learning styles of students in confinement and to use this information in the design and delivery of the individual student learning plan.

# National Juvenile Detention Association

Lesson Plan Cover Sheet

**COURSE TITLE** Training Curriculum for Educators of Youth in Confinement

**MODULE TITLE** Teaching and Learning: A) OICPA; B)Learning Styles; C) Instructional Strategies

**INSTRUCTOR(S)**

**TIME FRAME**

| | |
|---|---|
| **TOTAL (HOURS/MINUTES)** | 7 hours 30 minutes |
| **SUGGESTED SCHEDULE (BEGIN/END)** | Day:<br>Time(s): |

| | |
|---|---|
| **TARGET POPULATION** | Ed. Admin./Educators<br>Program, Facility Directors<br>Juvenile Confinement Facility |
| **NUMBER OF PARTICIPANTS** | 20-30 |
| **SPACE REQUIREMENTS** | |

**PERFORMANCE OBJECTIVE(S)**

Following this session participants will be able to:

1. Identify the components of OICPA, a systematic approach to teaching;
2. Describe their own learning style and explain how their learning style impacts their teaching style;
3. Develop steps to effectively teach students whose learning styles are different from their own;
4. Identify instructional strategies that address students' learning styles; and,
5. Create and deliver a lesson using an assigned instructional strategy.

**EVALUATION PROCEDURES**

Demonstration of instructional strategies, group discussion, trainer evaluation

## METHODS/TECHNIQUES

Lecture, demonstration, and assessment

## INSTRUCTOR MATERIALS

1. Lesson Plan
2. Transparencies
3. Dollar bills and paper clips for each trainee
4. Videos – "Stand and Deliver" and "Dead Poets Society"

## EQUIPMENT AND SUPPLIES NEEDED

X FLIPCHART & STAND (# NEEDED) 1

X FLIPCHART PADS (# NEEDED): 1

___ CHALKBOARD

___ 16 MM PROJECTOR

___ FILM LENGTH: ___ MINUTES

___ SLIDE PROJECTOR

TYPE: ___ CAROUSEL

___ TRAY

___ SOUND-ON-SLIDE

___ SCREEN

X FELT-TIP MARKERS

X MASKING TAPE

X VIDEO PLAYER

TYPE: X ½" VHS

___ OTHER (SPECIFY BELOW)

VIDEO TAPE LENGTH: ___ MINUTES

___ VIDEO TAPE RECORDER WITH CAMERA

___ PUBLIC ADDRESS SYSTEM

X OVERHEAD PROJECTOR

X OTHER (SPECIFY)

Transparencies

## PARTICIPANT MATERIALS (HANDOUTS)

| | TITLE | # NEEDED | WHEN DISTRIBUTED | COMMENTS |
|---|---|---|---|---|
| 1. | Learning Type Measure | 1/trainee | Instructional Input – Learning Styles | |
| 2. | Learning Styles Descriptions (4) | 1set/trainee | Instructional Input – Learning Styles | |
| 3. | Instructional Fact Sheet (5) | 1 set/trainee | Instructional Input – Learning Styles | |
| 4. | Training Response Log | 1/trainee | Independent Practice | |

# Lesson Plan

| TEACHING AND LEARNING LESSON PLAN | NOTES TO TRAINER |
|---|---|
| **ANTICIPATORY SET** | 🕒 1 hour<br>Show Transparency 5-T-1. (Optional) |
| **Activity: OICPA** | |
| **Purpose:**<br>The purpose of this activity is to help trainees understand that there is a systematic approach to good teaching, and that planning is a major component for maximizing learning opportunities. | |
| **Procedure:**<br>The trainer will emphasize to the group that although good teaching *looks* like magic, there really is a formula behind it just like there is in a good magic trick. To demonstrate this, the trainer will tell the group he/she will bring 2 paper clips together in holy matrimony. The trainer will have a dollar bill and two paper clips. Bending the dollar bill into an "S," the trainer will insert one paper clip on the bottom curve and connect it to the middle. Then the trainer will take the other paper clip and insert it in the middle fold and connect it to the top curve. The trainer will then tell the group that they will now witness the marriage of the paper clips, the trainer will snap the dollar bill open by pulling each end quickly. The paper clips should be joined together. | Have a few dollar bills and several paper clips to allow the trainees to learn on their own. |
| **Debriefing:**<br>The trainer will tell the group that just as there is a step-by-step approach to a magic trick, there is also a step-by-step approach to good teaching. The formula is called "OICPA." | Write OICPA on newsprint and explain what each letter represents (see next page), or<br>Show Transparency 5-T-2. |

| TEACHING AND LEARNING LESSON PLAN | NOTES TO TRAINER |
|---|---|
| O **Objective** – State the objective. What do you expect the students to learn today?<br>I **Instruction** – What is the instructional input (lecture, video, group discussion)? How are the students going to learn today?<br>C **Check for Understanding** – Periodically check to make sure the students are with you. Are the students learning what you expect them to learn?<br>P **Practice** – Allow the students time to practice the lesson.<br>A **Assess** – Assessment always follows the lesson. Did the students learn it?<br>The trainer will emphasize the **OICPA** formula by demonstrating how to teach the magic trick using each step.<br>To conclude the anticipatory set, the trainer will emphasize that not only is there a formula for good teaching (**OICPA** is based on the research by Madeline Hunter), but an overriding component of good teaching is also that it should be presented in a fun, non-threatening way. | |

# Lesson Plan

| LEARNING STYLES LESSON PLAN | NOTES TO TRAINER |
|---|---|
| ANTICIPATORY SET | 🕒 15 minutes<br>Show Transparency 5-T-1. (Optional) |
| **Activity: Forced Choice Continuum** | |
| **Purpose:**<br>The purpose of this activity is for the trainees to gain insight and understanding about learning style preferences. | |
| **Procedure:**<br>The trainer will tell the trainees that he/she is going to read a series of "choices" that represent different viewpoints or preferences. The trainer will point out an imaginary line on the floor and for each set of questions the trainer will designate a side of the line that represents each choice. Trainees will need to stand on one side or the other – no sitters! The trainer will ask the trainees the following questions: Are you more like…the mountain or the ocean? A sandal or hiking boot? Morning or evening? After each question, the trainer will give the trainees a few minutes to make their choice. The trainer will then ask for a few volunteers to share their thoughts, making sure it doesn't become a debate but a description of how they are like each choice not which choice they prefer.<br>The trainer will then ask the trainees to participate in the same type of exercise, but the choices have to do with learning preferences. The trainer will ask the trainees the following questions: Which learning setting do you prefer…rows of desks or chairs in small circles? Small group projects or individual reading assignments? Specific instructions or freedom to experiment? After each question the trainer will again have a few volunteers explain why they made a particular choice. | |
| **Debriefing:**<br>As we just demonstrated we all have different preferences in a number of areas, including the way we like to learn. In this module we will explore different learning styles and discuss the implications of these learning styles for your | |

| LEARNING STYLES LESSON PLAN | NOTES TO TRAINER |
|---|---|
| teaching methods. | |
| **INSTRUCTIONAL INPUT** | ◷ 2 hours 30 minutes |
| **Activity: The Learning Type Measure (LTM)**<br>**Purpose:**<br>The purpose of this activity is for the trainees to gain insight and understanding about learning style preferences. | The Learning Type Measure is available through EXCEL, Inc. 23385 Old Barrington Road, Barrington, Illinois 60010. 1-800-822-4628. Cost as of 1/99 is $38.00 for a packet of 25 booklets.<br>A facilitator's guide is also available which contains transparencies helpful in the explanation of the scoring of the instrument. |
| **Procedure:**<br>The trainer will instruct the trainees to read the cover page of the LTM first, stressing the point that this is not a psychological instrument but a preference measure. The trainer will ask trainees to open the booklet and read the instructions for Part A, making sure that they know to assign a number (1-4) to each of the responses to the question. The trainer will instruct the trainees to also complete Part B, reading and following instructions carefully.<br>When all trainees have completed the instrument, the trainer will ask the trainees to score their preference instrument following the steps outlined on page 3. The trainer will then ask the trainees to plot their scores following the steps outlined on page 6, omitting step 6 of the instructions. | Distribute the Learning Type Measure to the trainees. |
| **Debriefing:**<br>The trainer will ask the trainees to form new table groups based on their most preferred learning style. All the Type 1 learners should sit at one table, the Type 2 learners at another table, and the type 3 and 4 learners likewise.<br>Beginning with their own styles, the trainer will instruct the trainees to take a few minutes to read the descriptions of the learning styles on page 7 of the LTM booklet and to discuss the description with the members of their group. The trainees should address the following questions:<br>• Is it like yours or not?<br>• Is it an accurate description of your learning | After trainees have completed the LTM and calculated the strength of their learning style preferences, the trainer will conduct activities, lecture, and discussion regarding learning style. |

**LEARNING STYLES LESSON PLAN**

preferences?

If it is not, then read the description of your next most preferred style (your second highest score). If this seems more like you, move to that group. It is not unusual for people to have more than one strong preference.

The trainer will remind the trainees that as they develop an understanding of the differences in learning styles, it is important to keep in mind that no one style is better or worse than the others. Each style has its own unique strengths and challenges.

Teachers usually teach predominately within their own learning style preference. For example, Type 1 teachers tend to be most comfortable with the discussion method, active in the learning process as a motivator and a facilitator of the interaction between the teacher and students. Teachers who are Type 2 learners are most comfortable giving information in the traditional style of teaching. Type 3 teachers use the coaching method, drilling and prodding to elicit student reaction to the learning. Finally, Type 4 teachers use the self-discovery method. The students are actively involved in the learning process, and the role of the teacher is to evaluate and remediate. The trainer will instruct the trainees to continue reading the descriptions of the **other learning styles.** The trainees will continue the discussion with the others in their group focusing on the challenges of teaching students with different learning preferences. The trainer will ask the trainees to record their responses on newsprint, using the model provided. Allow time for the groups to report their results.

The trainer will want to spend a few minutes sharing information about the learning theories that resulted in the learning style characteristics presented in the LTM.

David Kolb developed a model of experiential learning that describes a cycle of varied learning activities. The cycle is made up of two modes of learning. He saw learning as a combination of perceiving and processing. Perceiving is the way that we take in new information, how we approach learning. How we perceive information varies on a continuum from concrete experience to abstract conceptualization. **Concrete experience** is connected knowing, our own sensing and feeling, knowing something from within our own real-life experiences. **Abstract conceptualization** is a more objective way of knowing. When we approach learning abstractly, we think and read and grasp the information through concepts and ideas and theories. All of us

**NOTES TO TRAINER**

Distribute newsprint and markers to each group. Provide a sample (shown below) for groups to follow for reporting results.

| | Challenges |
|---|---|
| 1 | |
| 2 | |
| 3 | |
| 4 | |

| LEARNING STYLES LESSON PLAN | NOTES TO TRAINER |
|---|---|
| have a preference for perceiving in a way that falls some where on this line between experience and abstraction.<br>Processing is how we work with the new knowledge, how we make the information our own. Preferences fall on a continuum between **active experimentation** and **reflective observation.** Some learners like to act on new information immediately, to try it out, to do something with it, and see how it turns out. At the other end of the continuum, some like to stand back, watch and think about the new knowledge and the impact of this information before trying it out.<br>When you combine the various preferences for these modes of learning, by placing one continuum over the other, you get the four learning style preferences we have been looking at.<br>The **Type One** learner prefers to perceive through concrete experience and to process through reflective observation. They check out their ideas and feelings through interaction with others. Overall, they want to know, **"Why do I need to learn this?"**<br>The **Type Two** learner likes to perceive through abstraction and process reflectively. They devise their own theories by integrating their observations with what is already known. They want an answer to the question **"What is it that I need to learn?"**<br>The **Type Three** learner begins by perceiving abstractly and then moves to processing through active experimentation. They use their thinking to develop concepts that they can try out for themselves. They want to know **"How will this work?"**<br>The **Type Four** learner prefers to take in information through concrete experience and to process by active experimentation. They rely on an often-accurate intuition as a primary focus for understanding. They want to check out the information in light of their own experience. They need to answer the question **"What if?"** by applying the knowledge in the real world.<br>In addition to the four learning styles, the trainer will also discuss the cycle of learning model. This model says that learning begins in concrete experience, moves through reflection into generalizing the knowledge through abstraction, then into trying out information by active experimentation, and, finally, returns us to concrete experience as we apply the learning in the real world. | |

| LEARNING STYLES LESSON PLAN | NOTES TO TRAINER |
|---|---|
| **GUIDED PRACTICE** | 🕒 45 minutes |
| **Activity: The Car Salesman**<br>**Purpose:**<br>The purpose of this activity is to help trainees understand the concept that the students' learning styles determine the instructional strategies that are most appropriate for the teacher to use. This requires the teacher to present one concept using a variety of instructional strategies that address the different learning styles of the students in the classroom. | |
| **Procedure:**<br>Keeping the trainees in their predominant learning style group, the trainer will assign each group a different learning style, preferably the opposite style because it is the most difficult to teach to. Each group will be asked to develop a two minute presentation in which they will sell a car to members of their assigned learning style. The presentation should address the make and/or style of car, standard and options packages, and marketing the car in a manner that would appeal to their assigned group. The trainer will allow the groups fifteen minutes to prepare and practice their presentation and two minutes to present to the larger group. | Refer trainees to the description of the learning style on page 7 of the LTM Instrument.<br>Post requirements for activity on newsprint. |
| **Debriefing:**<br>After each presentation the members of the buying group will provide feedback on what was attractive to them in terms of content and delivery of the advertisement.<br>At the conclusion of the presentations, the trainer will generate a brief discussion on what the trainees found easy or challenging about this process. Have the trainees apply this knowledge to their classrooms. What would be easy or challenging in addressing different learning styles in their content area or classroom? | |

| LEARNING STYLES LESSON PLAN | NOTES TO TRAINER |
|---|---|
| **INDEPENDENT PRACTICE**<br>The trainer will ask the trainees to respond to the following question in their Training Response Log, reminding the trainees that the Training Response Log is their opportunity to apply the information learned in the training module to their individual circumstances. The trainer will allow the trainees 15 minutes to complete individual responses. The trainer will ask trainees to form small groups to discuss responses. This response time is voluntary depending upon the nature of the trainees' responses.<br>After a self-evaluation of my teaching style, is there evidence that I teach solely to my preferred learning style? How might I change the organization of the classroom, the design and delivery of lessons, and the development of individual learning plans to accommodate a variety of learning styles? | 🕒 30 minutes<br>Show Transparency 5-T-3. |

## Lesson Plan

| INSTRUCTIONAL STRATEGIES LESSON PLAN | NOTES TO TRAINER |
|---|---|
| **ANTICIPATORY SET** | 🕒 30 minutes<br>Show Transparency 5-T-1. (Optional) |
| **Activity: Common Recommendations of National Curriculum Reports** | |
| **Purpose:**<br>The purpose of this activity is to initiate discussion regarding instructional strategies that are successful with youth in confinement facilities. | |
| **Procedure:**<br>The trainer will instruct the trainees to read the handout **Common Recommendations of National Curriculum Reports.** After the trainees have finished reading, the trainer will ask the trainees to look at the list again, choose one bulleted remark from the MORE list and to identify ways to apply this principle to classrooms in confinement facilities. For example, in a culture where resident passivity is promoted and often rewarded, how can educators implement **more** active learning? To check for understanding, the trainer will ask the trainees to provide other examples.<br>The trainer should allow time for individuals to note responses to the list before asking the trainees to form groups of four. In their small groups the trainees are to discuss their thoughts and experiences regarding the bulleted statement. Each group should identify a reporter who will be responsible for summarizing the ideas of each member of the small group for the benefit of the large group. | Distribute copies of Common Recommendations of National Curriculum Reports. |
| **Debriefing:**<br>The trainer will generate a brief discussion on using instructional strategies that maximize learning opportunities and are determined by students' needs and learning styles. | |

| INSTRUCTIONAL STRATEGIES LESSON PLAN | NOTES TO TRAINER |
|---|---|
| **INSTRUCTIONAL INPUT** | 🕒 1 hour |
| The trainer should emphasize the importance of using a variety of instructional strategies by pointing out that:<br>• No single method works in all situations with all students.<br>• A combination of methods works best because it attends to all learning styles.<br>• The choice of methods should be based on students' needs, not on teacher comfort. | Show Transparency 5-T-4. |
| To demonstrate these points the trainer will show the trainees video clips demonstrating teachers using a variety of instructional strategies. Possible clips include "Stand and Deliver" or "Dead Poet's Society". | |
| **GUIDED PRACTICE** | 🕒 45 minutes |
| **Activity: Experiencing learning** | |
| **Purpose:** | |
| The purpose of this activity is to demonstrate instructional strategies that promote student involvement in the learning process. | |
| **Procedure:** | |
| The trainer will divide the trainees into 5 groups and will assign each group an instructional strategy. The instructional strategies are peer tutoring, group facilitation, active learning, individualization, and direct instruction. The trainer will provide each member of the small groups a fact sheet describing their assigned strategy. The trainer will direct the small groups to read the descriptions of the instructional strategy and to discuss the following questions:<br>• How would you use this strategy in a confinement facility? | Distribute Instructional Strategy Fact Sheets to each group. At the conclusion of the activity distribute a copy of each fact to all trainees. |

| INSTRUCTIONAL STRATEGIES LESSON PLAN | NOTES TO TRAINER |
|---|---|

- What are the strengths and weaknesses of this strategy?
- Have you used this strategy successfully? If so, share your experience with the group.

All groups will be given the same topic and assigned to develop a 5-10 minute lesson using their specific strategy. Possible topics for the lesson: leaders/leadership, friends, role models, peer pressure, paragraph writing, or subtraction. The small groups will have 15 minutes to prepare the lesson. The groups will present the lesson to the large group.

**Debriefing:**

Following each presentation, the trainer will generate a brief discussion on the pros/cons of each method for use in a confinement facility.

## INDEPENDENT PRACTICE

🕒 30 minutes
Show Transparency 5-T-5.

The trainer will ask the trainees to respond to the following questions in their Training Response Log, reminding the trainees that the Training Response Log is their opportunity to apply the information learned in the training module to their individual circumstances. The trainer will allow the trainees 15 minutes to complete indivdual responses. The trainer will ask trainees to form small groups to discuss responses. This response time is voluntary depending upon the nature of the trainees' responses.

What instructional strategies do I use in my classroom? Do I rely on one primary method because it is most comfortable for me? Which methods could I incorporate into my classroom in order to reach more students?

## Teaching and Learning Resources

Armstrong, T. (1987). ***In their own way: Discovering and encouraging your child's personal learning style***. New York: Penguin Putnam Inc.

Bobal, C.M. (1984). An Unconventional Approach to Providing Education Services to Violent Juvenile Offenders." In R. Mathias, P. Demuro, and R. Alllison (Eds), ***Violent Juvenile Offenders: An Anthology***(273-281). San Franciso: National Council on Crime and Delinquency.

Coffey, Osa D. (1994). ***Effective Practices in Juvenile Correctional Education: A Study of the Literature and Research 1980-1992***. Washington, D.C.: U.S. Department of Justice, Office of Justice Programs, Office of Juvenile Justice and Delinquency Prevention.

Collins, M. (1992). ***"Ordinary" children, extraordinary teachers***. Charlottesville, VA: Hampton Roads Publishing Company, Inc.

Darling-Hammond, L. (1997). ***The right to learn: A blueprint for creating schools that work***. San Francisco: Jossey-Bass Publishers.

Hodges, R.B., and J.R. Evans. (1983). Effects of Three Instructional Strategies with Juvenile Delinquents of Different Learning Styles. ***Journal of Offender Counseling Services, and Rehabilitation***. 7(3-4): 57-65.

Jackson, T. (1993). ***Activities that teach***. Cedar City, UT: Red Rock Publishing.

Kolb, D.A. (1984). ***Experiential learning: Experience as the source of learning and development***. Englewood Cliffs, NJ: Prentice Hall.

***Learning Type Measure***. (1998). Barrington, IL: Excel, Inc.

McCarthy, B. (1996). ***About Learning***. Barrington, IL: Excel, Inc.

Meltzer, L.J., M.D. , Levine W. Karjniski, J.S. Palfrey, and S. Clarke (1984). An Analysis of the Learning Styles of Adolescent Delinquents. ***Journal of Learning Disabilities***. 17(10): 600-608.

Roth, H., and C. Nicholson (1990). Differences in Learning Styles Between Successfully and Unsuccessfully Mainstreamed Violent and Assaultive Youth. ***Journal of Correctional Education***. 41(3). 134-137.

Slavin, R.E., Nancy L. Karweit, and Nancy A. Madden. (1989). ***Effective Programs for Students at Risk***. Needham Heights, MA: Simon & Schuster.

## Type One Learners as Teachers:

- Encourage self-awareness, authenticity, and individual growth in their students
- See knowledge as valuable for growth in personal insight
- Like discussions, group work, and realistic feedback about feelings
- Are caring people who engage their students in cooperative efforts
- Exercise authority with trust and participation
- Work toward organizational solidarity
- Appreciate students who are supportive and share their sense of mission

## Type Ones may need to:

- Focus more on specific outcomes and procedures
- Spend more time on how to implement ideas and make them workable
- Spend more time planning
- Deal more readily with conflict
- Take action more decisively

## Type Two Learners as Teachers:

- Are interested in transmitting knowledge and in being as accurate and knowledgeable as possible
- See knowledge as valuable for deepening comprehension and further understanding of significant information
- Encourage outstanding students and seek to imbue a love of knowledge in their students
- Like facts and details and the systematic presentation of organized sequential information
- Lead by principles and procedures and exercise authority assertively by using factual knowledge
- Work to enhance the prestige of their organization
- Appreciate students who are well organized, write things down carefully, and follow through on assignments

## Type Twos may need to:

- Take more risks
- Act before the plan is perfect
- Go more on instinct
- Try to inspire others
- Be more open to change and new possibilities

## Type Three Learners as Teachers:

- Are interested in developing productivity, competence, and skills for economic interdependence
- See knowledge as valuable for enabling students to be capable of making their own way
- Encourage practical applications, quality, and pragmatism through measured rewards
- Like technical knowledge and hands-on activities, plans, and timelines
- Lead by personal forcefulness and exercise authority by reward and punishment (believe in the fewer the rules the better, but enforce rigorously those few)
- Work hard to make their organization productive
- Appreciate students who are task-oriented and move quickly

## Type Threes may need to:

- Take more time to chat with people about day-to-day issues
- Pay more attention to other people's needs and feelings
- Value ideas more for their own sake
- Take more time to consider all the ideas before coming to closure
- Take the time to let others find their own meaning/learning

## Type Four Learners as Teachers:

- Are interested in helping students to act on their own visions and enabling self-discovery
- See knowledge as a tool for improving society
- Encourage experiential learning, creativity, and drawing new boundaries
- Like dramatic teachers who seek to energize their students
- Exercise authority by holding up a vision of what might be and thrive on crisis and challenge
- Work hard to make their organizations innovative
- Appreciate students who can build on their ideas and are not dependent on the instructor for structure

## Type Fours may need to:

- Focus more on structure
- Appreciate the need for follow-up and attention to detail
- Think more strategically
- Appreciate that others have a lower tolerance for chaos
- Choose which risks to take

# Common Recommendations of National Curriculum Reports

- LESS whole-class, teacher-directed instruction (e.g., lecturing)
- LESS student passivity: sitting, listening, receiving, and absorbing information
- LESS prizing and rewarding of silence in the classroom
- LESS classroom time devoted to fill-in-the-blank worksheets, dittos, workbooks, and other "seatwork"
- LESS time spent reading textbooks and basal readers
- LESS attempt by teachers to thinly "cover" large amounts of material in every subject area
- LESS rote memorization of facts and details
- LESS stress on competition and grades in school
- LESS tracking or leveling students into "ability groups"
- LESS use of pull-out special programs
- LESS use of and reliance on standardized testing

- MORE experiential, inductive, hands-on learning
- MORE active learning in the classroom, with all the attendant noise and movement of students doing, talking, and collaborating
- MORE emphasis on higher order thinking and learning a field's key concepts and principles
- MORE deep study of a smaller number of topics, so that students internalize the field's way of inquiry
- MORE time devoted to reading whole, original, real books and non-fiction materials
- MORE responsibility transferred to students for their work (e.g., goal-setting, record-keeping, monitoring, evaluation)
- MORE choice for students (e.g., picking their own books, writing topics, team partners, research projects)
- MORE enacting and modeling of the principles of democracy in school
- MORE attention to affective needs and varying cognitive styles of individual students
- MORE cooperative, collaborative activity, developing the classroom as an interdependent community
- MORE heterogeneously grouped classrooms where individual needs are met through inherently individualized activities, not segregation of bodies
- MORE delivery of special help to students in regular classrooms
- MORE varied and cooperative roles for teachers, parents, administrators
- MORE reliance upon teachers' descriptive evaluation of student growth, including qualitative/anecdotal observations

## Instructional Strategy Fact Sheet
# PEER TUTORING

### What is "peer tutoring?"

"Peer tutoring" engages students in the learning process on two levels: as tutors and as students receiving tutoring. Research on peer tutoring has shown positive academic and social impact on both the tutor and the tutee. There are basically two types of peer tutoring programs: cross age/skill tutoring and class-wide peer tutoring. Cross age/skill tutoring assumes a hierarchical relationship: tutors are usually older and need to have the necessary skills to provide corrective feedback in the area being instructed. Class-wide peer tutoring requires students within a classroom to provide assistance to one another. The major distinction between the two methods is that in class-wide peer tutoring, activities and materials are structured in such a way that tutors do not necessarily have to have higher skill levels than those they are tutoring.

### What are the benefits of peer tutoring?

Research on peer tutoring has produced significant evidence in support of peer tutoring programs. Some of the findings of this research include:

1. Students who received peer tutoring for a portion of the instructional day produced significantly higher academic gains than students who received teacher lecturing and mastery learning methods for that same portion of the day.
2. Peer tutoring significantly increased academically engaged time.
3. Peer tutoring allows for and enhances individualized instruction.
4. Peer tutoring is an effective strategy in classrooms that have many different skill levels.
5. Peer tutoring increased interaction between handicapped and non-handicapped and minority and majority student groups.

### How do you develop peer tutors?

Training tutors is the key to a quality peer-tutoring program. This training would include empathy activities (How does it feel to be tutored?), reinforcement activities (How does the tutor increase the desired behaviors in the tutee?) and strategies to use in tutoring. One strategy that tutors can implement includes paired reading strategies. These may include choral reading (reading in unison), passage/sentence preview (tutor reads selection before the tutee reads it), or reading comprehension activities.

**Discuss the following questions in your small group:**

- How would you use this strategy in a confinement facility?
- What are strengths and weaknesses of this strategy?
- Have you used this strategy successfully, if so, share your experience with the group?

Instructional Strategy Fact Sheet

# GROUP FACILITATION/DISCUSSION

**What is "group facilitation?"**

"Group facilitation" is the process of analyzing and understanding what was learned in terms of its real life application. It's identifying what to do with the knowledge that the students have just acquired. A common method of group facilitation is discussion in which the teacher plays the role of guide. The teacher sets up the format by deciding how the students will participate and creating a safe environment for students to express their opinions. The teacher then guides the discussion through effective questioning.

**What are the benefits of group facilitation/discussions?**

Group facilitation and discussion emphasizes learning and critical thinking skills. These are necessary skills as students proceed through the juvenile justice system and on into adulthood and independence. Students are prodded to go beyond the issues to an understanding of how they arrived at the issues, to experience the knowledge.

Retention research has shown that discussion following a learning activity promotes retention of the information. Discussion requires students to rephrase information, state opinions, rethink options based on other opinions, clarify and review issues, and create new opinions. All of this is done in a safe environment where reason and logic can impact the learning process.

**How do you conduct a group discussion?**

**The basics of starting a discussion – set the ground rules**

1. Personal or sensitive information stays in the room and is not to be repeated to friends, family or others.
2. There will be absolutely no put downs, sarcasm, or humor directed towards, or at the expense of, another person.
3. There is no such thing as a dumb question, comment, or opinion. Everyone has the right to ask or say what they want as long as it is appropriately expressed.
4. Individuals can be encouraged to talk, but no one is forced to talk.
5. Out of respect for the speaker, only one person talks at a time.
6. Be sure that you have prepared your basic questions ahead of time.
7. Try to get as many people talking during the first few minutes of the discussion as possible.
8. Do not be afraid to let the discussion go off track as long as it is filling needs. The students may have a better idea of what is relevant to them than you do. Use another question to refocus the discussion rather than pointing out the fact that the discussion is off track.
9. If the class is in excessive agreement, play the devil's advocate to stimulate critical thinking.
10. Don't be afraid of silence.

### The magic of questions

Questions are the focal point of the discussion. Asking the right question will dictate the direction that you want the discussion to go. It is important to ask questions that focus on a person's opinion, experience, or feelings. Good discussion questions begin with "why," "explain," "how," "what do you think." Avoid questions that are closed, that have a right or wrong answer, yes or no answer, or obvious answer. The purpose of your question is to expand the discussion.

### Discussion formats

1. **Large group** – The teacher asks questions and students respond.
2. **Small groups** – The teacher divides the class into small groups, gives them the questions to discuss, and randomly chooses one or two groups to report the results of the discussion to the larger group.
3. **Buzz groups** – The teacher divides the class into small groups. Each group chooses a leader and a recorder. The leader facilitates the discussion; the recorder records group responses. All groups report back to the larger group. The teacher follows-up with additional questions for the large group.
4. **Partners** – Students pair up with a partner to discuss the list of questions. The teacher randomly selects partners to share what they've discussed.
5. **Written answers** – The teacher allows private time for students to collect their thoughts and form their answers prior to the discussion time.
6. **Written comments** – The students write down responses. The teacher reads responses to group and asks for student comments on the responses.
7. **Agree-Disagree Continuum** – The students must commit to a point of view by lining up along the continuum in response to a statement read by the teacher. The students then explain their position on the line.
8. **Videotape** – The teacher videotapes the activity and then replays it for the students as a means to initiate discussion.
9. **Tokens** – The teacher gives the students a certain number of tokens. Each time a student participates in the discussion, they surrender a token. When their tokens are gone, they can not say anything else. This is especially effective when you have students who dominate the discussion.

**Discuss the following questions in your small group:**

- How would you use this strategy in a confinement facility?
- What are strengths and weaknesses of this strategy?
- Have you used this strategy successfully, if so, share your experience with the group?

Instructional Strategy Fact Sheet

# ACTIVE LEARNING

**What is "active learning?"**

"Active learning" is an educational concept which combines and blends several educational models to meet its purpose. The purpose of an active learning lesson is to involve the students in their own learning process by having them participate in an activity in which they physically experience the concept. Typical active learning activities include role plays, simulations, games, discussions, demonstrations, and problem solving. Active learning is an effective tool that goes beyond the transfer of information. It is a process which allows students to internalize information and transfer skills to other tasks.

**What are the benefits of active learning?**

Students involved in their own learning process understand more and retain the information they have learned for a longer period of time. Retention researcher, Edgar Dale, in his "Cone of Learning" found that certain teaching strategies produced a higher rate of retention. In this research he found that students remember five to fifteen percent of what they read or hear, ten to twenty percent of what they see, and forty to fifty percent of information that is presented both visually and verbally. Using discussion students will remember up to sixty to seventy percent of the information. That percentage shoots up to ninety percent when the strategy involves personal experience. Active learning uses all of these strategies.

Another benefit of active learning is that it addresses different learning styles. Since every class will have a number of each type of learner, using a variety of instructional strategies is vital for optimal learning to take place.

Most importantly, active learning is an instructional strategy that allows students to transfer facts into behaviors. Although applicable to basic academic concepts, active learning is particularly beneficial in the teaching of lifeskills and social skills. Active learning uses many approaches to address these skill areas and apply that knowledge to the lives of the students. These skill areas are important in the work place, with family, community and other relationships.

**How do you conduct an active learning lesson?**

**The Active Learning Process**

1. General concept is presented to the group.
2. The group receives specific information concerning the concept.
3. Activity is undertaken by the group.
4. Group explores actions and consequences during the activity.
5. Group discussion is held immediately following the conclusion of the activity.
6. General principles are discussed.
7. Specific life applications are derived from the general principles.
8. Life applications are internalized by individuals according to their needs and readiness.
9. Students act on what they have learned.

**Tips on leading an activity**

1. Create a physically safe environment in which the activity can take place.
2. Create a psychologically safe environment in which the activity can take place.
3. Establish a "freeze" command.
4. Remove students who refuse to cooperate.
5. Provide short and to the point directions.
6. If possible, demonstrate what you want them to do.
7. Be prepared for an imperfect first experience.

**The teacher's role in active learning**

1. Be personally enthusiastic.
2. Maintain control over your students during the activity.
3. Be the time keeper.
4. Be flexible.
5. Watch! Watch! Watch!

**Discuss the following questions in your small group:**

- How would you use this strategy in a confinement facility?
- What are strengths and weaknesses of this strategy?
- Have you used this strategy successfully, if so, share your experience with the group?

## Instructional Strategy Fact Sheet
# INDIVIDUALIZATION

### What is "individualization?"

"Individualized instruction" is a teaching methodology commonly used with youth in confinement settings. Individualized instruction speaks to issues inherent in the juvenile justice system. It allows the teacher to manage the unusual conditions of attendance, acknowledging the arrival and departure of students one-at-a-time throughout the year, and the unpredictable nature of the daily student enrollment in the classroom. Individualized instruction also addresses to the multiple grade placements found in detention/corrections classrooms.

Conceptually, individualization is an instructional strategy that begins with assessment and moves the student through a sequence of studies at their individualized pace with a curriculum that is content- and competency-based rather than time-based. Individualization is based upon the knowledge that students learn at different rates of speed and in many different ways. Almost the opposite of direct instruction, individualization shifts a large portion of planning and managing learning from the teacher to the student and the responsibility for carrying the content to the students from the teacher to the materials.

Individualized instruction can be very effective when the teacher plays a role in the development of appropriate assignments and frequently assesses student progress in order to recognize the need for remediation or accreditation. The key to a successful individualized instruction program is achieving the right balance between teacher direction and learner responsibility.

### What are the benefits of individualization?

In classrooms with small student/teacher ratios, individualization allows teachers to move the motivated student through the curriculum at a faster pace. It also allows for more remedial or tutorial activities for the students who need it. Teachers can fit the curriculum to the peculiar needs of each individual.

When collaboratively planned with the teacher, individualization gives the student a sense of ownership and responsibility for his/her learning. In a setting where students typically have very little personal control, this is one activity they can master independently with the guidance of a facilitative teacher.

Allowing the student some decision-making power establishes a trusting and respectful relationship between the teacher and the student. The relationship is important in the establishment of a safe learning environment and the implementation of the behavior management system.

Individualized instruction lends itself well to continuity of programming. Students temporarily confined in isolation units tackle the same lessons they would have faced in class. Childcare workers have only to monitor completion and collect assignments.

**How do you maximize the effectiveness of individualization?**

- Enlist the students as a partner in designing their Individual Learning Plan.
- Demonstrate to the student how to assess their own progress.
- Use a "skill-streaming" approach which builds upon prior knowledge.
- Use enrichment activities to reinforce current lessons.
- Use thematic group instruction to help generalize concepts presented in the Individual Learning Plan.
- Reward success benchmarks and place in student portfolio.

**Discuss the following questions in your small group:**

- How would you use this strategy in a confinement facility?

- What are strengths and weaknesses of this strategy?

- Have you used this strategy successfully, if so, share your experience with the group?

## Instructional Strategy Fact Sheet
## INDIVIDUALIZATION

### What is "individualization?"

"Individualized instruction" is a teaching methodology commonly used with youth in confinement settings. Individualized instruction speaks to issues inherent in the juvenile justice system. It allows the teacher to manage the unusual conditions of attendance, acknowledging the arrival and departure of students one-at-a-time throughout the year, and the unpredictable nature of the daily student enrollment in the classroom. Individualized instruction also addresses to the multiple grade placements found in detention/corrections classrooms.

Conceptually, individualization is an instructional strategy that begins with assessment and moves the student through a sequence of studies at their individualized pace with a curriculum that is content- and competency-based rather than time-based. Individualization is based upon the knowledge that students learn at different rates of speed and in many different ways. Almost the opposite of direct instruction, individualization shifts a large portion of planning and managing learning from the teacher to the student and the responsibility for carrying the content to the students from the teacher to the materials.

Individualized instruction can be very effective when the teacher plays a role in the development of appropriate assignments and frequently assesses student progress in order to recognize the need for remediation or accreditation. The key to a successful individualized instruction program is achieving the right balance between teacher direction and learner responsibility.

### What are the benefits of individualization?

In classrooms with small student/teacher ratios, individualization allows teachers to move the motivated student through the curriculum at a faster pace. It also allows for more remedial or tutorial activities for the students who need it. Teachers can fit the curriculum to the peculiar needs of each individual.

When collaboratively planned with the teacher, individualization gives the student a sense of ownership and responsibility for his/her learning. In a setting where students typically have very little personal control, this is one activity they can master independently with the guidance of a facilitative teacher.

Allowing the student some decision-making power establishes a trusting and respectful relationship between the teacher and the student. The relationship is important in the establishment of a safe learning environment and the implementation of the behavior management system.

Individualized instruction lends itself well to continuity of programming. Students temporarily confined in isolation units tackle the same lessons they would have faced in class. Childcare workers have only to monitor completion and collect assignments.

**How do you maximize the effectiveness of individualization?**

- Enlist the students as a partner in designing their Individual Learning Plan.
- Demonstrate to the student how to assess their own progress.
- Use a "skill-streaming" approach which builds upon prior knowledge.
- Use enrichment activities to reinforce current lessons.
- Use thematic group instruction to help generalize concepts presented in the Individual Learning Plan.
- Reward success benchmarks and place in student portfolio.

**Discuss the following questions in your small group:**

- How would you use this strategy in a confinement facility?
- What are strengths and weaknesses of this strategy?
- Have you used this strategy successfully, if so, share your experience with the group?

## Instructional Strategy Fact Sheet
## DIRECT INSTRUCTION

### What is "direct instruction?"

"Direct instruction" is the one-way presentation of information in which the teacher tells, shows, models, demonstrates, and teaches skills to be learned. Direct instruction, most commonly in the lecture format, is typically the technique used for delivery of "content" information. Research indicates that the effectiveness of direct instruction is questionable; yet, hotly debated, this method continues to be the method of choice for most teachers. Most teachers use direct instruction because once the initial preparation is complete, it takes little additional preparation to repeat the lesson. It allows for learning to be in the control of the teacher, and it is the way that they were taught and therefore the most comfortable and familiar way. Hopefully, teachers today will realize that although direct instruction has its place in the classroom, it is usually most effective when combined with strategies that require the student to become active in the learning process.

> "Few traditional teachers who rely exclusively on the lecture method achieve excellence, and those who do are impossible to replicate."

### What are the benefits of direct instruction?

When used effectively, direct instruction or lecture provides a vehicle for optimal control of content and classroom. Lectures can cover large amounts of material not otherwise available and allow the lecturer to organize information in a way that fits the audience. Lecture permits maximum teacher control and minimum student threat.

### How do you maximize the effectiveness of lecture?

Timing is crucial in using the lecture approach. Unless you are extremely entertaining and witty, the subject matter compelling, and the students terribly committed; your lecture should last no longer than 20 minutes. If you have more material that you need to cover, consider a series of mini-lectures, lasting not more than five to ten minutes each. Follow the lectures with instructional strategies that require students to become involved, and to share in the responsibility of learning.

Interrupt a long lecture with a brief question and answer period. This changes the pace of the lesson and allows you to check for understanding. Be sure to ask direct questions, questions that require the students to apply the information you have delivered.

Provide note-taking guides to assist your students in listening. It is suggested the lecturers use five to nine major points, depending on the content and the time frame. Organization of the lecture is important, so make sure that you choose an organizational scheme and stick to it.

Practice your "speaker skills".

- Speak loudly and clearly enough to be heard in the back of the room.
- Avoid distracting manners and verbal "tics" like "Ah" or "You know," straightening your notes, or any fussy, distracting movements.
- Look at your listeners and accurately read their nonverbal cues. Are they paying attention? Did they understand your point? Do they agree or disagree with you?
- Use humor and personal anecdotes, they enhance the lecture.
- Use gestures, head, hand and body movements to serve as support for your verbals
- Use praise and initiate a give-and-take with your students that engages them in the lecture.

**How do I deliver an effective direct instruction lesson?**

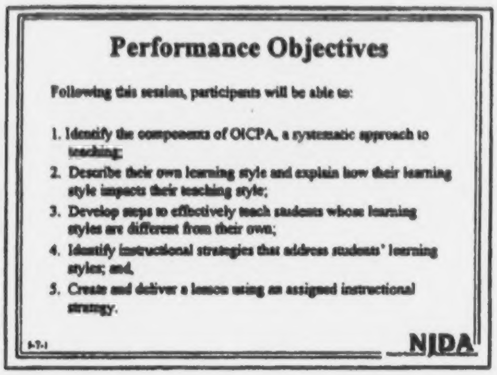
Again, let us stress, the effectiveness of a direct instruction lesson is keyed into the strategies that you choose to complement your instruction to engage the student in the learning process. The following is a recommended order for developing a good direct instruction lesson:

1. Provide an anticipatory set, something to set the stage for learning.
2. Communicate your objectives (through a statement, question, or some other means). You might tell them what they will be able to do at the end of the lesson that they cannot do now.
3. Demonstrate the skill. This means you have to do it. If you are teaching them to throw a pot (art), then you will need to walk them through the steps, articulating what you do as you go. As a rule, it is more effective if you list those steps for the students.
4. Provide guided practice. This means the students try out what you've taught them, but they do so under your careful guidance. You walk around to monitor what they are doing. Remember, if they practice it wrong, they'll have a much more difficult time learning the right way.
5. Check for understanding and provide feedback. They need to know if they are doing it right.
6. Provide for independent practice. This generally means homework, though sometimes this is not possible.
7. Provide closure. Review the steps of the process.

**Discuss the following questions in your small group:**

- How would you use this strategy in a confinement facility?
- What are strengths and weaknesses of this strategy?
- Have you used this strategy successfully, if so, share your experience with the group?

# Transparency Note Taking Guide

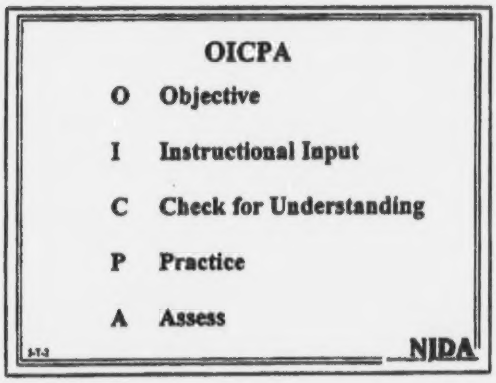


## Performance Objectives

Following this session, participants will be able to:

1. Identify the components of OICPA, a systematic approach to teaching;
2. Describe their own learning style and explain how their learning style impacts their teaching style;
3. Develop steps to effectively teach students whose learning styles are different from their own;
4. Identify instructional strategies that address students' learning styles; and,
5. Create and deliver a lesson using an assigned instructional strategy.

5-T-1 NJDA



## OICPA

**O** Objective

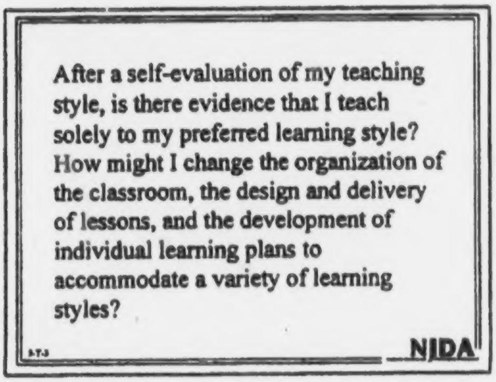
**I** Instructional Input

**C** Check for Understanding

**P** Practice

**A** Assess

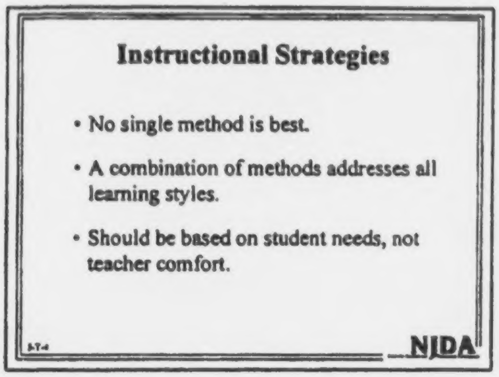
5-T-2 NJDA



After a self-evaluation of my teaching style, is there evidence that I teach solely to my preferred learning style? How might I change the organization of the classroom, the design and delivery of lessons, and the development of individual learning plans to accommodate a variety of learning styles?

5-T-3 NJDA

# Transparency Note Taking Guide

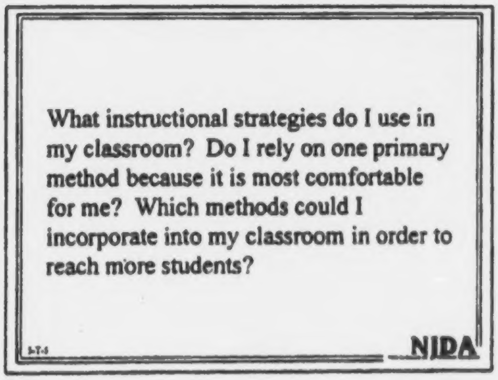


**Instructional Strategies**

- No single method is best.
- A combination of methods addresses all learning styles.
- Should be based on student needs, not teacher comfort.

5-T-4

NJDA



What instructional strategies do I use in my classroom? Do I rely on one primary method because it is most comfortable for me? Which methods could I incorporate into my classroom in order to reach more students?

5-T-5

NJDA

# Performance Objectives

Following this session, participants will be able to:

1. Identify the components of OICPA, a systematic approach to teaching;
2. Describe their own learning style and explain how their learning style impacts their teaching style;
3. Develop steps to effectively teach students whose learning styles are different from their own;
4. Identify instructional strategies that address students' learning styles; and,
5. Create and deliver a lesson using an assigned instructional strategy.

5-T-1

NJDA

# OICPA

| | |
|---|---|
| **O** | **Objective** |
| **I** | **Instructional Input** |
| **C** | **Check for Understanding** |
| **P** | **Practice** |
| **A** | **Assess** |

NJDA
Center for Research and Professional Development

After a self-evaluation of my teaching style, is there evidence that I teach solely to my preferred learning style? How might I change the organization of the classroom, the design and delivery of lessons, and the development of individual learning plans to accommodate a variety of learning styles?

# Instructional Strategies

- No single method is best.
- A combination of methods addresses all learning styles.
- Should be based on student needs, not teacher comfort.

NJDA
Center for Research and Professional Development

What instructional strategies do I use in my classroom? Do I rely on one primary method because it is most comfortable for me? Which methods could I incorporate into my classroom in order to reach more students?

*"The trick is to*
*create an environment*
*that's*
*purposely planned –*
*and then*
*step back*
*and observe how*
*the students are thinking."*

**Marian Peiffer**

# Behavior Management

## Rationale

Detention/Correctional school programs differ from their public school counterparts in that they do not operate autonomously. The school program within an institution must follow the same policies and procedures set forth for the entire institutional community. Among these policies and procedures is typically a student behavior management system which provides a template of rules and guidelines for student conduct.

There are various behavior management models with their own unique philosophies. For example, most institutions use variations of point systems that reward positive behavior by offering tokens or points earned, such as food privileges. Other institutions established "norms" and place the responsibility of enforcing these norms onto the students. Positive peer cultures and normative cultures are examples.

The implication for detention/correctional teachers in juvenile confinement facilities is that they typically must incorporate the institution's behavior management system into their classroom practice. For example, teachers, acting as facilitators in normative cultures, must rely on the student group to problem-solve and check inappropriate behaviors of students in class. Teachers in point systems take more direct action by adding or subtracting points from a student, depending on his/her classroom behavior.

The philosophy expressed in this module is that if the learning environment is safe, engaging, and student-centered, it will reduce inappropriate behaviors regardless of the particular behavior management model used in the facility. The components of the module include:

- specific information regarding some behavior management tools currently used in juvenile confinement facilities
- examples of crisis intervention tools

Creating a safe environment and utilizing behavior management and crisis intervention techniques will maximize the opportunity for learning.

# National Juvenile Detention Association

Lesson Plan Cover Sheet

**COURSE TITLE** Training Curriculum for Educators of Youth in Confinement

**MODULE TITLE** Behavior Management – A) Behavior Management; B) Crisis Intervention

**INSTRUCTOR(S)**

**TIME FRAME**

**TOTAL (HOURS/MINUTES)** 4 hours 15 minutes

**SUGGESTED SCHEDULE (BEGIN/END)** Day:
Time(s):

**TARGET POPULATION** Ed. Admin./Educators
Program, Facility Directors
Juvenile Confinement Facility

**NUMBER OF PARTICIPANTS** 20-30

**SPACE REQUIREMENTS**

## PERFORMANCE OBJECTIVE(S)

Following this session participants will be able to:

1. Describe how the environment affects student behavior;
2. Demonstrate behavior management practices, programs and models currently used in juvenile facilities;
3. Apply the principles of the behavior management formula to their classroom practices; and,
4. Apply appropriate crisis management techniques to de-escalate behaviors.

## EVALUATION PROCEDURES

Role Plays and trainer evaluation

## METHODS/TECHNIQUES

Activities, lecture, journal writing, and role play

## INSTRUCTOR MATERIALS

1. Lesson Plan
2. Transparencies
3. Word Search
4. Koosh Ball
5. Boom Box/music
6. "Sister Act" video tape

## EQUIPMENT AND SUPPLIES NEEDED

_X_ FLIPCHART & STAND (# NEEDED) _1_

_X_ FLIPCHART PADS (# NEEDED): _1_

___ CHALKBOARD

___ 16 MM PROJECTOR

___ FILM LENGTH: ___ MINUTES

___ SLIDE PROJECTOR

TYPE: ___ CAROUSEL
___ TRAY
___ SOUND-ON-SLIDE

___ SCREEN

_X_ FELT-TIP MARKERS

_X_ MASKING TAPE

_X_ VIDEO PLAYER

TYPE: _X_ ½" VHS
___ OTHER (SPECIFY BELOW)

VIDEO TAPE LENGTH: _15_ MINUTES

___ VIDEO TAPE RECORDER WITH CAMERA

___ PUBLIC ADDRESS SYSTEM

_X_ OVERHEAD PROJECTOR

_X_ OTHER (SPECIFY)

Transparencies

## PARTICIPANT MATERIALS (HANDOUTS)

| | TITLE | # NEEDED | WHEN DISTRIBUTED | COMMENTS |
|---|---|---|---|---|
| 1. | Changing Situations to Reduce Stress | 1/trainee | Guided Practice | |
| 2. | Fritz Redl's Interventions | 1/trainee | Guided Practice | |
| 3. | Crisis Prevention Guidelines | 1/trainee | Guided Practice | |
| 4. | Training Response Log | 1/trainee | Independence Practice | |

# Lesson Plan

| BEHAVIOR MANAGEMENT LESSON PLAN | NOTES TO TRAINER |
|---|---|
| **ANTICIPATORY SET**<br>**Activity: Word Search**<br>**Purpose:**<br>The purpose of this activity is for the trainees to understand the tools they have available to successfully manage behavior.<br>**Procedure:**<br>In the first lesson, the trainer will emphasize that an engaging and interesting learning environment is the greatest tool for managing student behavior. If students learn at their own pace and style, find it relevant to their lives, are challenged to make progress, and rewarded periodically for their success, teachers will find themselves dealing less with inappropriate behaviors and more with how to keep the environment continually dynamic and fun – a place where the students want and feel privileged to be. | 🕒 30 minutes<br>Show Transparency 6-T-1. (optional) |
| To demonstrate this, the trainer will distribute a "Word Search" handout that has students find words out of a jumble of words by drawing circles around them. These exercises usually have themes, such as sports, hobbies, animals, etc. The trainer will instruct the group to "find the words, circle them, and turn the puzzle over when you've finished." The trainer will leave the room for about 5-10 minutes. Upon returning, regardless of who has finished, the trainer will ask all the trainees to form a circle of chairs (moving them from behind their tables or desks). The trainer has a "Koosh Ball" and a boom box. After turning on some quiet music, the trainer tells the group when the ball gets passed or pitched to them, they must share one thought or idea about the theme that was presented in the Word Search. The trainer demonstrates by saying, "I really like softball because it moves fast, and I used to play it with my Dad." Then the trainer will pitch the ball to a trainee and ask him/her to share. | Distribute Activity handout "Throw-Abouts" to trainees. |

| BEHAVIOR MANAGEMENT LESSON PLAN | NOTES TO TRAINER |
|---|---|
| **Debriefing:**<br>Once the entire group has participated, the trainer will ask the group what happened when he/she left the room. Was it disruptive? Did folks talk? Did anyone get out of his/her seat? Did people copy from others? What messages did the teacher send by his/her behavior? Then the trainer will ask the group what happened when he/she came in, carrying a Koosh Ball and a boom box. How did the atmosphere change? Why? What effect did the Koosh Ball have? The boom box and music? What messages did the teacher send by his/her behavior? Which learning activity was more meaningful? Why?<br>The trainer will summarize by saying in lesson one, there was very little interaction or stimulation among the classroom participants, *including* the teacher, which does little to capture the attention of students and can even invite inappropriate behavior. In the other lesson, using the same content, we dramatically changed behavior by creating a learning atmosphere through the use of music and the personal interaction of the teacher with the students. The trainer will conclude by emphasizing the importance of interpersonal relationships and engaging learning activities as the two most effective prevention techniques for managing behavior. | |
| **INSTRUCTIONAL INPUT**<br>Behavior management systems are a mainstay in juvenile detention and correctional settings. Most facilities incorporate a way for students to earn points for appropriate behaviors, which range from tokens for candy to movement in levels of privileges. Five standard systems found in most facilities are:<br>• Level System-Students begin their stay in a highly restricted living unit with few privileges, such as staying up late or watching TV. The behavior management system rewards appropriate behavior by allowing the students to move into less restrictive living units which may offer more privileges. This is typically done through the awarding of points that accumulate to earn levels. | 🕒 20 minutes<br>Show Transparency 6-T-2. |

- **Early Release**-Students in some states may earn early release based on appropriate behavior in the institution. Typically, students have strict criteria of guidelines to meet before being considered for early release.
- **Token System**-Students begin each day with a behavior card that is documented throughout the day by the various staff who have interactions with the student. In some systems, the students begin with zero points and as the day increases, points are added based on positive behaviors to reach a maximum number of points which translates into privileges, candy, or other types of rewards. Other systems offer the students maximum points at the beginning of each day, and the students lose points if their behavior is inappropriate.
- **Positive Peer Culture**-Students rely less on points and more on interactions with the peer group. Also known as Guided Group Interaction, this behavior management strategy is far-reaching, more treatment-oriented, and requires specialized training for all staff. The peer group checks behaviors of members throughout the day and holds daily group meetings to discuss positive and negative behaviors of each member.
- **Normative Culture**-Similar to Positive Peer Culture, the facility institutes a set of norms by which all behavior is measured. Enforcement of the norms is the primary responsibility of the peer group, although staff may intervene as well. Daily group meetings are held to discuss issues and problems that come up during the day.

Although these are not all-inclusive, they represent the most common types of behavior management systems found in juvenile detention and correctional facilities throughout the United States. The key is for you to learn and understand the system utilized in your facility. The behavior management program of the school should ideally be the same as in the living units and the institution at-large. At a minimum it should complement the system used on the unit.

| BEHAVIOR MANAGEMENT LESSON PLAN | NOTES TO TRAINER |
|---|---|
| **GUIDED PRACTICE** | 🕒 15 minutes |
| **Activity: Sister Act** | |
| **Purpose:** | Show Transparency 6-T-3. |
| The purpose of this activity is for the trainees to understand that behavior management is a combination of events, methods, and activities. It is creating the environment, developing relationships, designing and delivering student engaging lessons, evaluating and understanding the behavior management system implemented by the facility. | |
| **Procedure:** | |
| The trainer will show a video film clip from "Sister Act" starring Whoopi Goldberg. The trainer tells the trainees to look for how Whoopi sets the environment, how she instructs the choir, how she gives feedback to the choir, and how she builds interpersonal relationships as choirmaster. | Cue the part where she has been assigned to sing in the choir and ends up taking over the choirmaster's position and show to the point where Whoopi leads them through their first rehearsal. Any film clip which demonstrates the components of the behavior formula is appropriate to use in this activity. Possible examples include "Dead Poets Society," "Bad Boys" (Sean Penn version), and "Dirty Dancing." |
| **Debriefing:** | |
| The trainer will generate a discussion with the group about how Whoopi modeled an effective manager of behavior. The trainer should tie in all the elements of the behavior management formula: environment, lesson, evaluation, relationships, and management systems. | |
| **INDEPENDENT PRACTICE** | 🕒 30 minutes<br>Show Transparency 6-T-4. |
| The trainer will instruct the trainees to respond to the following questions in their Training Response Log, reminding the trainees that the Training Response Log is their opportunity to apply the information learned in the training module to their individual circumstances. The trainer will allow the trainees 15 minutes to complete individual responses. The trainer will ask trainees to form small groups | |

| BEHAVIOR MANAGEMENT LESSON PLAN | NOTES TO TRAINER |
|---|---|
| to discuss responses. This response time is voluntary depending upon the nature of the trainees' responses.<br>What must I do to be a more effective manager of behavior? Do I need to learn the system better? Do I need to create an environment that better engages the learners? Do I need to improve the quality of my lesson design and delivery? | |

| CRISIS INTERVENTION LESSON PLAN | NOTES TO TRAINER |
|---|---|
| **ANTICIPATORY SET** | ◷ 30 minutes<br>Show Transparency 6-T-1. (Optional) |

**Activity: Change Game**

**Purpose:**

The purpose of the activity is for trainees to understand some of the factors that precipitate inappropriate behavior in students.

**Procedure:**

The trainer tells the group that they are going to participate in an activity that will be used to illustrate a point later in the training. The trainer asks each person to pair up with another person. (If there is an uneven number of participants, the trainer can pair up with one participant.) The trainer will have the pairs move their chairs and sit facing one another. (They may stand facing one another if chairs are not easily moved.) The trainer will tell trainees to observe as many things as they can about their partner in 30 seconds. (Do not answer questions beyond this instruction. Time the activity for 30 seconds.)

After 30 seconds, the trainer will ask the pairs to turn around so they are back-to-back with their partners. The trainer will tell them to change 5 things about their appearance - that is, their clothes, shoes, jewelry, hair, etc. If the trainer is not participating, he/she should walk around and observe. Encourage trainees to get ideas from, or exchange items with, others within their view. After a few minutes, ask if anyone needs more time to make five changes.

When everyone is ready, the trainer will have the pairs face one another again and ask each partner to identify the changes in the other person's appearance. After a few minutes, ask how many identified all five things? How many found four? Three? Two? One? None? (Make this brief and go on to next step.)

The trainer will ask the pairs to turn back-to-back again and change five more things about their appearance. (There may be some resistance to doing this, but encourage them to

| CRISIS INTERVENTION LESSON PLAN | NOTES TO TRAINER |
|---|---|
| be creative.) Repeat the process of having partners try to identify the changes. Ask who did better at finding changes this time? Who did better the first time?<br>If there has been little resistance to this point, repeat the game one more time, pushing people to find 5 more things that they didn't change before. They should have a total of 15 changes when they are finished. This may require much more creativity (e.g., borrowing items from one another, changing facial expressions, or using available make-up). Once more, have partners face one another and identify changes. Ask who found all five? Four? Three? Two? One? Ask who thinks their partner was the most creative in this activity? | |
| **Debriefing:** | |
| The trainer will allow the trainees to discuss their immediate responses to the Change Game, recording each response on newsprint. The trainer asks: What did you notice as the game was going on? The trainer should let the group brainstorm for a few minutes, recording observations. The trainer will then ask: What were you feeling or thinking as the game went on? How many of you changed back as soon as your partner identified the changes? Why? The trainer should record the thoughts and feelings of the group and tell them you will get back to this information shortly. | Record responses on newsprint and save for a reference point in the next activity. |
| INSTRUCTIONAL INPUT | 🕒 10 minutes |
| **Identifying problem behaviors – what, when, and why**<br>Have the group give examples of particularly difficult behaviors to deal with in the classroom. Remind the group that if one type of behavior or event recurs on a regular basis, it's somewhat predictable and may be preventable.<br>One way to prevent inappropriate behavior is to deal with the precipitating factors of the behavior. The trainer will ask the group to list factors that may precipitate behavior change. Possible responses include: changes in routine, transitions between activities, movement from one place to another, information from home/home visits, long waits or idle time, overcrowding, too little equipment or resources, holidays, disagreements or fights between individuals or | |

| CRISIS INTERVENTION LESSON PLAN | NOTES TO TRAINER |
|---|---|
| groups of youth, calls or visits, or contagion from one upset youth to others. | |
| These factors can be sorted into two general categories of causes or precipitators-**Situational** and **Interpersonal**. Some have characteristics of both categories, e.g., when an Individual's stress tolerance is already near its limit and the Situation sets off a behavior. Trainees will be looking at both kinds of problems in this module, but taking them one at a time because each calls for different kinds of interventions. | Show Transparency 6-T-5. |
| The trainer should clarify which are **Situational** causes of problems (e.g., changes in routine, transitions between activities, movement from one place to another, information from home/home visits, long waits or idle time, overcrowding, too little equipment or resources, holidays, too many or unclear rules). Discuss **why** behavior problems occur in these types of situations. Many of the situations represent **changes** in familiar conditions or patterns, or **changes** of focus from the current activity to the next one. For some youth, **change = stress**. Trying to adjust from one set of behaviors and rules to another causes internal stress, which may be expressed in aggressive or provocative behaviors that lead to problems. | |
| Refer back to the Change Game lists of responses. Have trainees generalize how people respond to change, especially change that comes from the outside rather than from personal choice. When juveniles come into our institutions how many changes do we ask them to make? What are some ways people tend to respond to stress? Are these different from or similar to the ways people respond to change? Discuss extra difficulties youth in confinement have with change/stress (e.g., fewer options for behavior, lower impulse control). | Refer to "Change Game" Response List |
| **GUIDED PRACTICE** | 🕒 30 minutes |
| **Strategies for Situational Crisis Prevention**<br>The trainer should explain that, in the same way that precipitating factors fall into two main categories or causes, strategies for dealing with these behaviors can also be grouped into "Situational" and "Interpersonal" categories. We will begin by looking at ways to change common **situations** so that they are less likely to cause problems. | |

**Activity: Changing Situations to Reduce Stress**

**Purpose:**

The purpose of this activity is for trainees to realize that some of the inappropriate behavior of students can be controlled and/or prevented by changes in the way the environment is structured.

**Procedure:**

The trainer will have the trainees form groups of 5-6 participants. Each group should select a leader and a recorder. Hand out **Changing Situations to Reduce Stress,** assigning 2-3 situations to each group. Have the groups discuss the situations and answer the questions on the sheet for each situation. The groups will be given 15 minutes to work.

Distribute "Changing Situations to Reduce Stress" handout.

Have one group at a time report to the larger group on their situations. Members of other groups can add ideas after each report. Allow 5-7 minutes for each report and brief input from others.

**Debriefing:**

With the large group, formulate some guidelines for avoiding common problem situations (e.g., don't allow too much time between activities that require waiting or give youths a five minute period to prepare for transitions).

Record responses on newsprint.

## INSTRUCTIONAL INPUT

🕒 15 minutes

**De-escalation strategies for interpersonal crisis prevention**

The trainer should refer to the list of factors that precipitate problem behaviors generated in a previous activity. Note which ones are interpersonal (and intrapersonal) reasons for behaviors. Examples are: disagreements or fights between individuals or groups of youth, calls or visits, contagion from one upset youth to others, individuals wanting

| CRISIS INTERVENTION LESSON PLAN | NOTES TO TRAINER |
|---|---|
| attention from staff they aren't getting in other ways, group dynamics causing youth to show off in the group, individual moods or emotional difficulties causing over-response to some kinds of situations, fear (of others, of what will happen to one next), and excitement. | |
| The trainer will introduce **Fritz Redl's Interventions** and give a brief definition of each. The trainer should give, or ask the trainees for, examples of each item on the list. | Show Transparency 6-T-6. Distribute "Fritz Redl's Intervention" handout. |
| **GUIDED PRACTICE** | 🕒 30 minutes |
| **Activity: Redl role plays**<br>**Purpose:**<br>The purpose of this activity is for trainees to practice using the crisis management techniques introduced by Fritz Redl.<br>**Procedure:**<br>The trainer will tell the group they will now be doing some brief role plays to act out Redl's interventions. Arrange groups of 4-5 participants each. Assign one or two interventions to each group and have them create a brief role play that demonstrates the skill. The role play they create should be a typical scenario in confinement facilities. Assist groups with their preparation as needed. Give the groups 15 minutes to develop their role play, then call the groups together.<br>The trainer will ask one member of the group to describe their scene – who is playing the part of staff, who is playing the part of a youth, where the situation takes place, and any other relevant details. Then the group will act out their scene. Ask the rest of the group to respond to what they have seen: Which skill or skills were used? How well was each skill used? How effective was it? When would the skill be most effective? When would it not be effective? Repeat with each role play until all groups have presented their role plays. | |

| CRISIS INTERVENTION LESSON PLAN | NOTES TO TRAINER |
|---|---|
| **Debriefing:**<br>Ask participants to describe other techniques they have used effectively in similar situations. Get details. Have trainees summarize what they learned from this activity about the use of skills. | Distribute "Crisis Prevention Guidelines" handout and give trainees a few minutes to read and comment about. |
| **INDEPENDENT PRACTICE** | 🕒 30 minutes<br>Show Transparency 6-T-7. |
| The trainer will instruct the trainees to respond to the following questions in their Training Response Log, reminding the trainees that the Training Response Log is their opportunity to apply the information learned in the module to their individual circumstances. The trainer will allow the trainees 15 minutes to complete individual responses. The trainer will ask trainees to form small groups to discuss responses. The response time is voluntary depending upon the nature of the trainees' responses.<br>In assessing my own strengths and weaknesses, what crisis prevention techniques do I use a lot and do well? What techniques could I use, but would have to practice? | |

# Behavior Management
# Resources

Collins, B. (1997). ***NJDA Corrections Careworker Curriculum:*** Crisis Intervention. National Juvenile Detention Association.

# THROW-ABOUTS

AFGHAN
BASEBALL
BASKETBALL
BAT
BATON
BEACH BALL
BEAN BAG
BLANKET
BOLA
BOOMERANG
BOWLING BALL
CARPET
DAGGER
DART
DICE
DISC
FLARE
FOOTBALL
FRISBIE
GOLF BALL
HANDBALL
HAND GRENADE
HARDBALL
HARPOON
HAT
HORSESHOE
JAVELIN
LANCE
LARIAT
LASSO
MAT
MEDICINE BALL
NET
NEWSPAPER
PAPER AIRPLANE
PEBBLE
PILLOW
QUOIT
ROCK
RUG
SEINE
SHAWL
SNOWBALL
SOFTBALL
SPEAR
SPITBALL
STONE
TENNIS BALL
TORCH
TOWEL
VOLLEYBALL

| | | | | | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| F | V | Q | L | R | O | C | K | Q | Z | S | B | L | L | A | B | E | S | A | B |
| H | O | K | Q | E | B | Q | S | B | P | Q | U | O | I | T | Q | Z | N | Z | A |
| A | L | O | V | C | W | Q | Z | I | A | L | L | A | B | F | L | O | G | P | S |
| R | L | E | T | E | N | O | T | S | D | Q | Q | W | R | Q | T | B | A | E | K |
| D | E | O | Z | B | H | B | T | B | N | E | O | S | S | A | L | P | Q | D | E |
| B | Y | H | B | L | A | N | K | E | T | L | Z | Q | B | Q | E | V | Z | A | T |
| A | B | S | F | L | N | L | Q | J | L | Q | L | D | Z | R | L | P | Q | N | B |
| L | A | E | L | L | O | Q | L | I | W | L | L | M | A | T | Z | L | S | E | A |
| L | L | S | A | T | B | D | P | Z | A | Q | A | I | Z | G | U | R | T | R | L |
| L | L | R | R | Q | A | Z | L | B | H | Q | R | B | Z | L | G | Q | E | G | L |
| Q | G | O | E | R | L | H | G | Q | S | P | Z | L | S | Q | L | E | P | D | Z |
| L | A | H | T | B | L | N | Z | E | L | B | B | E | P | I | Q | Z | R | N | Q |
| L | B | J | Q | Z | I | B | E | A | C | H | B | A | L | L | N | D | A | A | N |
| A | N | B | A | L | Q | I | N | Q | Z | L | B | Q | E | Z | I | N | C | H | D |
| B | A | T | W | V | B | E | L | L | A | B | E | N | I | C | I | D | E | M | O |
| T | E | O | E | S | E | Z | Q | R | V | E | N | I | E | S | N | Q | T | T | P |
| F | B | L | I | N | Q | L | I | L | Q | Z | N | E | W | S | P | A | P | E | R |
| O | Q | R | Z | T | Q | A | I | A | F | G | H | A | N | Z | Q | Q | L | T | A |
| S | F | Z | Q | K | T | Z | N | N | Q | Z | H | C | R | O | T | N | N | Q | H |
| Q | L | B | O | O | M | E | R | A | N | G | Q | L | L | A | B | W | O | N | S |

# Changing Situations to Reduce Stress

First day of school
Schedule changes
Waiting in line
Changing classes
Waiting for appointments
______________
______________
______________
______________

Holiday activities
Grades/report cards
Peer interactions
Work level
In class activities
______________
______________
______________
______________

Gym class
Testing
Court appearances
Homework
Group trips
______________
______________
______________
______________

---

**FOR EACH SITUATION YOUR GROUP IS ASSIGNED, answer:**

1) What problems tend to come up in this situation? Why?

2) What can be done to avoid problems in this situation?

3) Which of these preventive measures can be done by an individual staff member? Which require cooperation with other staff? Which require a change in policy/procedure?

# FRITZ REDL'S INTERVENTIONS

1. **Planned Ignoring** – You make a conscious decision to ignore an inappropriate behavior when you know the youngster has the knowledge and maturity to use an appropriate behavior.

2. **Signal Interference** – Some sign, either verbal or non-verbal, is used that stops an inappropriate behavior (e.g., a look, a finger raised to the lips, saying the youth's name).

3. **Proximity and Touch Control** – When a problem is developing, staff moves close to the problem area and by their presence ends the problem. Also when a youngster is beginning to show signs of distress, staff comes up and appropriately touches youth (e.g., hand on shoulder).

4. **Involvement in Interest Relationships** – Staff shows an interest in and talks about an area of particular concern to a youth, in an attempt to divert attention from a stressful situation.

5. **Hypodermic Affection** – A staff member gives a youth experiencing difficulty a dose of caring and concern, beyond the normal amount.

6. **Humor or self-criticism** – Staff employs humor or self-criticism, never at the youth's expense, which eases the tension level in a given situation.

7. **Hurdle Help** – Staff gives the youth a boost, such as reminding him/her of past accomplishment, to get him/her over the frustration of not being able to do something.

8. **Interpretation as Interference** – Staff explains the meaning of something that has happened in a way that reduces the stress of the situation (e.g., "I think he was just trying to be funny").

9. **Regrouping** – Staff changes the arrangement or positioning of youths to stop some negative behavior (e.g., "Lisa, come over here and play Ping-Pong with Joan instead").

10. **Restructuring** – Staff changes the pattern or order of activities to better meet the needs of a situation (e.g., not going into the recreation room where pool cues and other potential weapons are available when a fight is brewing).

11. **Direct Appeal** – Staff tells the youths truthfully what is going on and asks for their help to control a situation (e.g., "Today is a hectic day because of the new residents who arrived this morning. I really need your cooperation.").

# Crisis Prevention Guidelines

*Intervene before a problem occurs*

1. Get to know the youths you work with as individuals and establish constructive relationships with them. The stronger your relationship, the greater the probability of preventing a crisis.

2. Pay attention to the youths when they behave positively and not just when their behavior is negative.

3. Observe closely for changes in mood or in behavior of a youth so that you can recognize when something is bothering him/her.

4. Listen for what a youth is saying about him/herself and the world. Such talk can give clues to what bothers him/her.

5. Respond to the youth's first expressions of feelings (e.g., change in facial expression, comments) by helping him/her recognize them and put them into words. For example, "You're annoyed because your parents aren't coming to visit like they promised." Accepting feelings and talking about ways to deal with them help the youth avoid taking them out on others or him/herself.

6. Involve the youth in doing something about his/her problem when possible.

7. Prevent problems when possible.

   **Avoid:** Try to eliminate predictable problems like long waits, excessive standing in line, too many people at one activity, not enough materials/equipment to go around.

   **Prepare:** Make it a part of the schedule to stop 5 minutes before a change of activity to clean up and gather youth together. Remind youth what is next on the schedule and remind them of the rules for that activity. Make sure the group is orderly before it goes on to the next activity. Know each youth's scheduled classes, calls, visits, etc., and help prepare them for difficult situations before they occur.

   **Stay close:** Walk (or stand/sit) with youths who tend to misbehave to encourage them to control themselves or to distract them from problems.

8. Deal with simple misbehaviors quickly and consistently before they get out of hand.

   **Reminder:** Tell the youth what you want him to do differently (e.g., "The rule is 'No one talks during movement between classes.' Stop talking.").

**Consequence:** If the youth continues to misbehave, apply an appropriate sanction or consequence (e.g., "You're still talking. No television this evening."). The consequence should be something you can follow through on or it will not be effective.

**Time Out/Removal:** If the behavior persists and your program has a "time out" room or procedure, follow that. If there is no procedure and you can safely leave the group for a few minutes, take the youth away from the group audience and discuss his/her behaviors and your expectations one-on-one. If you can't do this immediately, tell the youth when you will meet with him/her to follow up, preferably the same day.

***Plan ahead***

Find out or decide with your co-workers how crisis situations will be dealt with, what behaviors are to be considered serious, when and how to get help, who takes charge of the situation, what to do in common situations (e.g., threats, fights, property destruction), and when putting hands on youth or restraining is permitted/required. Review the ideas below and decide how to apply them to your situation.

1. When a serious problem happens

**Don't panic**. If you communicate your fear, anger or indecisiveness through your words or actions, youths will probably panic too, since they look to staff for protection and control. Take a moment to get yourself under control.

**Get help** as early as possible. Sometimes just having other staff there can avert a problem before it gets out of hand. If the problem does escalate, you'll need the extra person(s) to assist in restraint or help manage the rest of the group while you deal with the problem. It is also a good idea to have a witness to the event in case of injury or other mishap.

**Have a plan of action** in mind and take charge of other staff arriving to assist you. Tell them specifically what to do to help. (The person on the scene is most aware of what is happening and should be the best judge of what needs to be done.) To avoid confusion, only one person should talk to the youth involved. If possible, remove other youths from the area to reduce further stimulation of the upset youth.

**Give the youth two simple, clear choices** (e.g., "Put the cue down or hand it to me.") Use a firm, calm tone of voice, rather than conveying a threat. By offering even limited choices, you allow the youth some control of the situation and allow him/her to save face. After one minute, if the youth has not complied with one of the choices offered, move to the next step in your plan.

2. When restraint is necessary

**Don't threaten** the youth or engage in debates or stalling tactics. If you need to physically move or restrain the youth, act quickly and decisively. Follow your program's procedures, using the minimum amount of force necessary to avoid injury to the youth or staff. **Remember, restraint is intended to contain the youth while he/she is out of control, not to cause pain or humiliation.**

**Be prepared to hold or contain the youth** until he/she has regained self-control or is exhausted. This may happen quickly or may take hours. Your program may have a safe room in which out-of-control youths are placed and watched until they are calm again. The less stimulation there is, the sooner the youth will calm him/herself. Staff should refrain from talking to the youth. This includes not responding to the youth's threats, not telling him/her to "Calm down!", and not talking about him or her with other staff where the youth can overhear. You should also make an effort to keep activity in the area to a minimum.

**When the youth appears to have calmed down** (e.g., no longer yelling or threatening, and is breathing evenly and slowly), you can check his responses to a simple question or request, e.g., "Are you ready to get up (or come out) now?" If the youth's response and tone indicate readiness to communicate, begin the release process.

**Release the youth from restraint slowly** and in small stages to be sure the situation doesn't escalate again. Ask the youth to comply with a simple request (e.g., "Take a deep breath and let it out slowly.") to check cooperation. Give feedback to the youth on how he/she is doing.

3. After the immediate problem ends

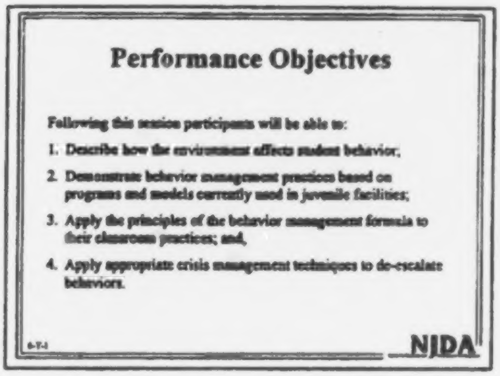
**Help the youth** get him/herself and his/her thoughts back together (e.g., clean up, change clothing if necessary, determine where he/she is supposed to be next, etc.).

**Work with the youth**, either immediately or as soon as possible after the event, to help him/her see what happened, his/her part in creating the problem, and ways of preventing it the next time.

**Remind the youth** of the new behaviors he/she agreed to work on, and reinforce them when he/she does use them, even if improvement is needed.

**Meet with other staff** to decide whether any procedural or other changes would help prevent future problems.

# Transparency Note Taking Guide



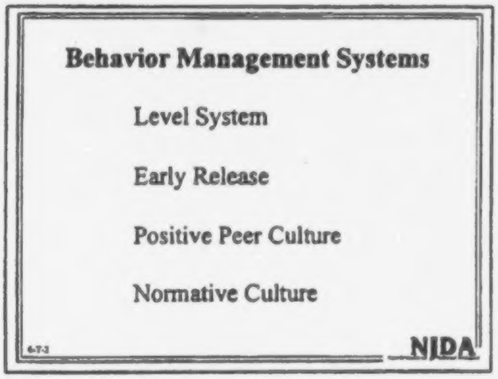
## Performance Objectives

Following this session participants will be able to:

1. Describe how the environment affects student behavior;
2. Demonstrate behavior management practices based on programs and models currently used in juvenile facilities;
3. Apply the principles of the behavior management formula to their classroom practices; and,
4. Apply appropriate crisis management techniques to de-escalate behaviors.

6-T-1

NJDA



## Behavior Management Systems

Level System

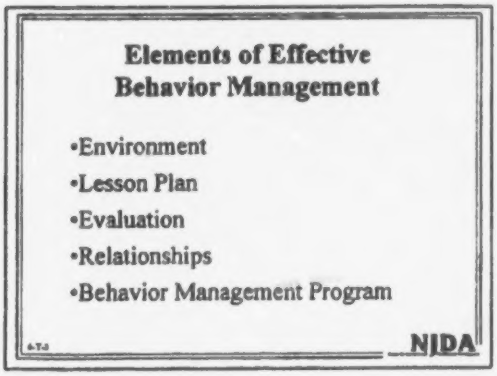
Early Release

Positive Peer Culture

Normative Culture

6-T-2

NJDA



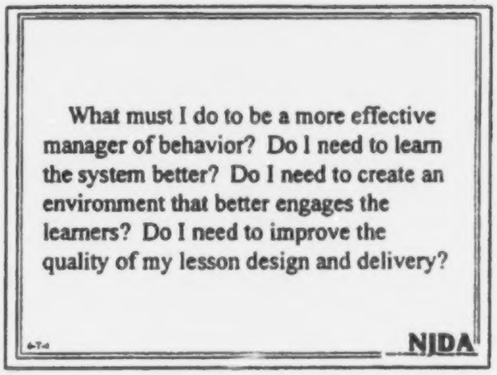
## Elements of Effective Behavior Management

- Environment
- Lesson Plan
- Evaluation
- Relationships
- Behavior Management Program

6-T-3

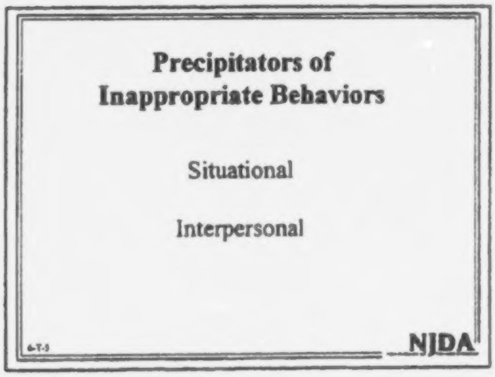
NJDA

# Transparency Note Taking Guide



What must I do to be a more effective manager of behavior? Do I need to learn the system better? Do I need to create an environment that better engages the learners? Do I need to improve the quality of my lesson design and delivery?

6-T-4 NJDA

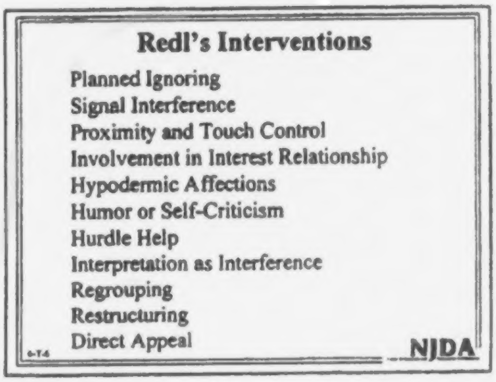


**Precipitators of Inappropriate Behaviors**

Situational

Interpersonal

6-T-5 NJDA

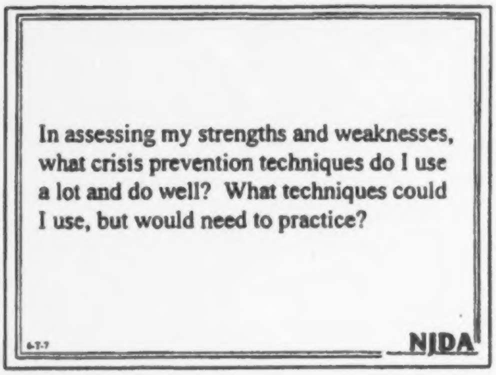


**Redl's Interventions**

Planned Ignoring
Signal Interference
Proximity and Touch Control
Involvement in Interest Relationship
Hypodermic Affections
Humor or Self-Criticism
Hurdle Help
Interpretation as Interference
Regrouping
Restructuring
Direct Appeal

6-T-6 NJDA

# Transparency Note Taking Guide



In assessing my strengths and weaknesses, what crisis prevention techniques do I use a lot and do well? What techniques could I use, but would need to practice?

6-T-7

NJDA

264

# Performance Objectives

Following this session participants will be able to:

1. Describe how the environment affects student behavior;
2. Demonstrate behavior management practices based on programs and models currently used in juvenile facilities;
3. Apply the principles of the behavior management formula to their classroom practices; and,
4. Apply appropriate crisis management techniques to de-escalate behaviors.

NJDA
Center for Research and Professional Development

# Behavior Management Systems

Level System

Early Release

Positive Peer Culture

Normative Culture

6-T-2

NJDA

Center for Research and Professional Development

# Elements of Effective Behavior Management

- Environment
- Lesson Plan
- Evaluation
- Relationships
- Behavior Management Program

6-T-3

NJDA
Center for Research and Professional Development

What must I do to be a more effective manager of behavior? Do I need to learn the system better? Do I need to create an environment that better engages the learners? Do I need to improve the quality of my lesson design and delivery?

# Precipitators of Inappropriate Behaviors

Situational

Interpersonal

6-T-5

NJDA
Center for Research and Professional Development

# Redl's Interventions

Planned Ignoring
Signal Interference
Proximity and Touch Control
Involvement in Interest Relationship
Hypodermic Affections
Humor or Self-Criticism
Hurdle Help
Interpretation as Interference
Regrouping
Restructuring
Direct Appeal

NJDA
Center for Research and Professional Development

In assessing my strengths and weaknesses, what crisis prevention techniques do I use a lot and do well? What techniques could I use, but would need to practice?

*"I know teachers*
*who have the intensity*
*and power*
*to hold their ground*
*against anything*
*that comes their way…*
*Those teachers*
*are my heroes."*

John Morris
"Vignettes from Vermont:
an elementary school teacher reflects"

# Social Skills

## Rationale

Social competency theory proposes that individuals behave antisocially because they lack the proper social skills. Although several theories exist as to "why" they lack the proper skills, the proponents of these theories agree that one solution for the remediation of this problem is the teaching of acceptable skills. Brendtro and Ness (1983), who feel that the lack of proper skills is a result of faulty learning or inadequate socialization opportunities, promote the teaching of social skills so youths can learn acceptable ways to behave, to express feelings, to respond to others, and to meet the demands and expectations placed by the youths' environment.

The work of Brendtro and Ness, as well as other leaders in the field of juvenile justice and education (Agee, 1995; Roush, 1996; Lipsey, 1992; National School Safety Center, 1989; Goldstein, 1988; LeCroy, 1982; Gendrequ, 1981), establishes powerful arguments for the effectiveness of social skills training with juvenile offender populations. Results of these and other research studies lead the office of Juvenile Justice and Delinquency Prevention to develop the *Comprehensive Strategy for Serious, Violent, and Chronic Juvenile Offenders* (Howell, 1995; Wilson & Howell, 1993) and *A Guide for Implementing the Comprehensive Strategy for Serious, Violent, Chronic Juvenile Offenders* (Howell, 1995) which are designed to prevent and reduce juvenile crime and provide a system-wide approach for managing juvenile delinquency. One key component of this strategy is the promotion of prevention strategies that reduce the impact of risk factors and enhance the influence of protective factors in the lives of juveniles at greatest risk for delinquency. The teaching of social skills is one such prevention strategy.

This training module exposes trainees to a model for teaching social skills. The model includes:

- **Definition**
- **Assessment**
- **Teaching/Modeling**
- **Practice**
- **Feedback**
- **Application/Generalization/Maintenance**

In *Effective Practices in Juvenile Correctional Education* (1994), Coffey states that it is absolutely essential that every juvenile detention/correctional education program includes a substantial social, meta-cognitive component, i.e., programming aimed at *teaching* (as opposed to counseling or treating) social, moral, and cognitive skills. The collaboration of educators, line staff, and counselors in the implementation of any social skills program is also essential. Social skills education should be integrated throughout each programming component of the juvenile confinement facility.

CENTER FOR RESEARCH AND PROFESSIONAL DEVELOPMENT

# National Juvenile Detention Association

Lesson Plan Cover Sheet

**COURSE TITLE** Training Curriculum for Educators of Youth in Confinement

**MODULE TITLE** Social Skills

**INSTRUCTOR(S)**

**TIME FRAME**

**TOTAL (HOURS/MINUTES)** 2 hours 30 minutes

**SUGGESTED SCHEDULE (BEGIN/END)** Day:
Time(s):

**TARGET POPULATION** Ed. Admin./Educators
Program, Facility Directors
Juvenile Confinement Facility

**NUMBER OF PARTICIPANTS** 20-30

**SPACE REQUIREMENTS**

## PERFORMANCE OBJECTIVE(S)

Following this session participants will be able to apply the social skills model to the creation and delivery of a lesson teaching a social skill.

## EVALUATION PROCEDURES

Role-play, written lesson and trainer evaluation

## METHODS/TECHNIQUES

Activities, lecture, role play, and journal

## INSTRUCTOR MATERIALS

1. Lesson Plan
2. Transparencies

## EQUIPMENT AND SUPPLIES NEEDED

X FLIPCHART & STAND (# NEEDED) 1

X FLIPCHART PADS (# NEEDED): 1

____ CHALKBOARD

____ 16 MM PROJECTOR

____ FILM LENGTH: ____ MINUTES

____ SLIDE PROJECTOR

TYPE: ____ CAROUSEL
____ TRAY
____ SOUND-ON-SLIDE

____ SCREEN

X FELT-TIP MARKERS

X MASKING TAPE

____ VIDEO PLAYER

TYPE: ____ ½" VHS
____ OTHER (SPECIFY BELOW)

VIDEO TAPE LENGTH: ____ MINUTES

____ VIDEO TAPE RECORDER WITH CAMERA

____ PUBLIC ADDRESS SYSTEM

X OVERHEAD PROJECTOR

X OTHER (SPECIFY)

Transparencies

## PARTICIPANT MATERIALS (HANDOUTS)

| TITLE | # NEEDED | WHEN DISTRIBUTED | COMMENTS |
|---|---|---|---|
| 1. Training Response Log | 1/trainee | Independent Practice | |

# Lesson Plan

**SOCIAL SKILLS LESSON PLAN** | **NOTES TO TRAINER**

## ANTICIPATORY SET

🕒 15 minutes
Show Transparency 7-T-1.
(Optional)

**Activity: Role-play demonstration**

**Purpose:**

The purpose of this activity is to introduce the trainees to social skills and why they are important.

**Procedure:**

This role-play can be done by two trainers, or by a trainer and a trainee volunteer. One will play the role of the prospective employer and the other the role of the juvenile. The job the juvenile is interviewing for is at a fast food restaurant where he/she will have to come into contact with the public. The main point to illustrate is that it was the lack of social skills that kept this juvenile from getting the job he/she really wanted.

**Scene 1:** The juvenile has a brief "self-talk" chat about what this job will mean to him/her. The juvenile really wants this job.

**Scene 2:** The interview. The juvenile goes to the interview wearing inappropriate clothing and responding to questions using slang and/or one-word responses.

**Scene 3:** After the juvenile leaves, the interviewer says to him/herself, "I can't have someone like that greeting our customers."

**Debriefing:**

The trainer will summarize the role-play – pointing out that this juvenile's lack of knowledge about appropriate greetings and small-talk just cost him/her this job, a job that would have brought feelings of self-confidence, an ability to become financially independent, and an opportunity to do

| SOCIAL SKILLS LESSON PLAN | NOTES TO TRAINER |
|---|---|
| something constructive in his/her free time. The teaching of social skills has been shown by research to be a key factor in the development of competencies and the implementation of OJJDP's Comprehensive Strategy. | |
| **INSTRUCTIONAL INPUT** | ◷ 1 hour |
| The trainer will remind the trainees of the activity in the Curriculum Module in which they listed examples of social skills. From this list, the trainer will ask the trainees to identify the common thread, to identify what is **meant** by social skills. The trainer will divide the group into triads and will instruct the groups to take 5 minutes to write a definition of social skills and to develop a list of social skills students in confinement facilities need to have. The trainer will have each triad record their responses on newsprint. When the groups have completed the exercise, the trainer will have the recorder tape the newsprint to the wall. The trainer will instruct the trainees to mill around the room, reading the responses of each group. The trainer should be prepared to add to this list if necessary. | Refer to responses given during Instructional Input activity of Curriculum Module.<br>Provide each group newsprint and marker to record responses. |
| The trainer will provide the trainees with an opportunity to observe and practice a model for teaching social skills. Social Skill instruction, no matter what the social skill, can be taught using the same instructional model. This model consists of 5 steps.<br>• Set the stage – The teacher needs to establish the need for learning the behavior.<br>• Define the social skill in specific behavioral terms – For example, being a good sport after losing a game can be operationalized into behaviors such as shaking hands or congratulating the opponent.<br>• Set up the role-play situation – The behaviors are first demonstrated by the teacher, followed by a discussion of what was observed. The students are given a chance to practice typical situations in a safe environment.<br>• Provide feedback for the role-playing performance – Feedback is important for the students to make corrections and improve skills.<br>• Provide opportunities for generalization and maintenance – Generalization does not automatically occur; it has to be programmed in. | Show Transparency 7-T-2. |

| SOCIAL SKILLS LESSON PLAN | NOTES TO TRAINER |
|---|---|

The trainer will refer the trainees to the role-play conducted in the Anticipatory Set. Using the model, the trainer will demonstrate teaching the social skill of shaking hands and an appropriate greeting for a job interview.

- Step 1: Set the stage.

  "We have been doing a lot of work to prepare us for entering the work force. We have completed job preference and aptitude inventories, written resumes, and searched the job market. Why is it so important that we prepare ourselves for obtaining a job?" The trainer will entertain responses from the trainees. Desired responses include *staying out of trouble, to become productive members of society, to pay restitution and to learn new skills.*

  "Most of you have job interviews scheduled next week. The job interview is one of the most important tools for securing the job. It is your chance to make a good impression on the prospective employer. Today we are going to practice a very small (but important) part of the interview, the greeting or handshake. Why is it important to know an appropriate business greeting for an interview?" The trainer will again ask for responses from the trainees. Desired responses include *making a good first impression, so the employer wants to continue to talk with you, to demonstrate skills you could bring to the job.*
- Step 2: Define the social skill in specific behavioral terms.

  "So the stage has been set, you are about to enter the office of a prospective employer to interview for a job you are very interested in getting. There are 3 steps: entering the room, approaching the employer, and greeting and shaking the employer's hand. Let's take each step of the process and identify the precise behaviors that define that step." The trainer will record the trainees' responses on the newsprint.
- Step 3: Set up the role-play.

  The trainer and a volunteer will demonstrate

| SOCIAL SKILLS LESSON PLAN | NOTES TO TRAINER |
|---|---|
| the behaviors as they are listed on the newsprint. The trainer will then divide the classroom up into triads to role-play the interview scenario. One member of the triad will be the prospective employer, one will be the student interviewee, and the third will be an observer. It is the role of the observer to provide feedback to the participants in the role-play. The scenario will be repeated three times, with members of the triads rotating roles. | |
| • Step 4: Provide feedback for the role-playing performance.<br>The trainer will coach the observers on giving feedback based on the list of behaviors identified as necessary components of the social skill. | |
| • Step 5: Provide opportunities for generalization and maintenance of the skill.<br>The trainer will instruct the trainees to practice the skill as they enter each of their classes for the remainder of the day. | |
| **GUIDED PRACTICE** | 🕒 45 minutes |
| The trainer will divide the group into teams of three. Each team will be assigned a social skill (skills can be chosen from the list of social skills generated in the Curriculum Module or the Instructional Input section of this module) and instructed to develop a lesson to teach that skill or a subskill using the social skills model. They will have 15 minutes to plan the lesson. Each group will have 5 minutes to present one component of the lesson. | Refer to the list of social skills generated in the Curriculum Module or the Instructional Input section of this module. |
| **INDEPENDENT PRACTICE** | 🕒 30 minutes<br>Show Transparency 7-T-3. |
| The trainer will ask the trainees to respond to the following questions in their Training Response Log, reminding the trainees that the Training Response Log is their opportunity to apply the information learned in the training module to | |

their individual circumstances. The trainer will allow 15 minutes to complete individual responses. The trainer will ask trainees to form small groups to discuss responses. This response time is voluntary depending upon the nature of the trainees' responses.

Even if I don't teach social skills, how can I incorporate social skill instruction into my content area? What skills do I want the students to exhibit in my classroom?

# Social Skills
# Resources

Brendtro, L.K., & Ness, A.E. (1983). ***Re-educating troubled youth: Environments for teaching and treatment***. New York: Aldine Publishing.

Cartledge, Gwendolyn. (1996). ***Cultural Diversity & Social Skill Instruction: Understanding Ethnic and Gender Differences.*** Champaign, IL: Research Press.

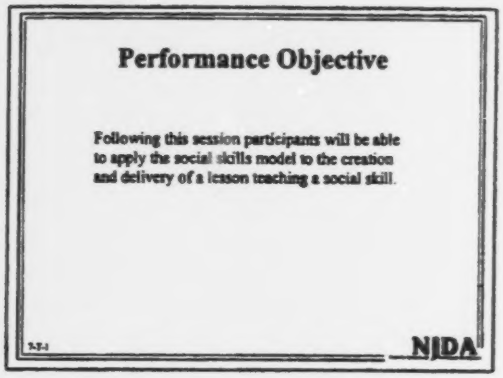
Coffey, Osa D. (1994). ***Effective Practices in Juvenile Correctional Education: A Study of the Literature and Research 1980-1992***. Washington, D.C.: U.S. Department of Justice, Office of Justice Programs, Office of Juvenile Justice and Delinquency Prevention.

Goldstein, A.P. (1988). ***The Prepare Curriculum Teaching Prosocial Competencies***. Champaign, IL: Research Press.

Larson, K.A. (1998). Training & Programming Social Skills for Court-Involved and At-Risk Youth. In ***Building a Collaboration Between Education and Treatment for At-Risk and Delinquent Youth***. Richmond, KY: National Juvenile Detention Association and Eastern Kentucky University Training Resource Center.

Roush, D. W. (1996, Winter). Social skills training in juvenile detention: A rationale. ***Juvenile & Family Court Journal, 47***, 1-20.

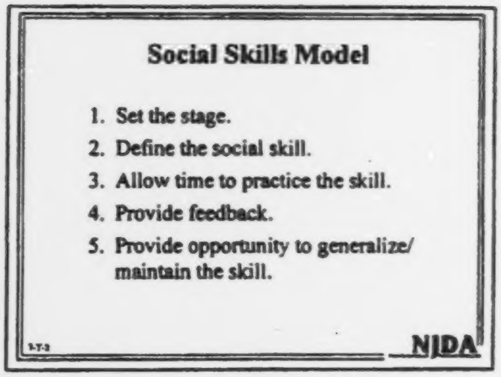
# Transparency Note Taking Guide



**Performance Objective**

Following this session participants will be able to apply the social skills model to the creation and delivery of a lesson teaching a social skill.

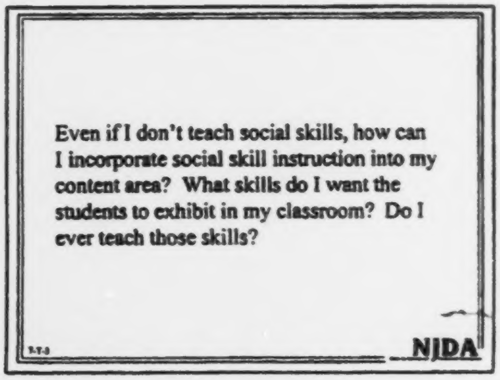
NJDA



**Social Skills Model**

1. Set the stage.
2. Define the social skill.
3. Allow time to practice the skill.
4. Provide feedback.
5. Provide opportunity to generalize/ maintain the skill.

NJDA



Even if I don't teach social skills, how can I incorporate social skill instruction into my content area? What skills do I want the students to exhibit in my classroom? Do I ever teach those skills?

NJDA

# Performance Objective

Following this session participants will be able to apply the social skills model to the creation and delivery of a lesson teaching a social skill.

# Social Skills Model

1. Set the stage.
2. Define the social skill.
3. Allow time to practice the skill.
4. Provide feedback.
5. Provide opportunity to generalize/ maintain the skill.

Even if I don't teach social skills, how can I incorporate social skill instruction into my content area? What skills do I want the students to exhibit in my classroom? Do I ever teach those skills?

*"A teacher
affects eternity;
he can never tell
where his influence
stops."*

Henry Brooks Adams
The Education of Henry Adams

# Transition

## Rationale

Preparing detention/correction students who leave the institution to return to the community, public school, community college, workplace, and family is known as transition. Coffey (1994) states the term "transition program" is used in a number of ways. Most commonly in correctional literature, it refers to a program component aimed at bridging the gap between the schooling provided in a residential, juvenile confinement facility and school/work/family/independent living upon return into the community. Most research stresses the need for starting transition services at the front end, i.e., upon the youth's entry into the juvenile justice system. Current practice focuses on the transition from a facility back into the community as the most critical period for the student.

The teachers of confined youth play an important role in the transitioning of students. He/she may help develop a transition plan with the student. A student portfolio may be created. The teacher may have the responsibility of contacting public school officials regarding the student's return. Family members may play a key role in the transition process and the teacher can provide valuable information and assistance to them, especially in terms of the student's school records, courses taken, transcripts, etc. A vocational teacher may communicate with a prospective employer regarding the employment and job skills a soon-to-be-released student has to offer. There is a myriad of services teachers can provide to students who will be transitioned out of their classrooms.

The transition module presents information regarding what transition is, the issues surrounding transitioning, and what skills teachers need to have in order to provide for smooth transitions. A transition plan is provided as an example of an effective model for teacher and/or school use.

CENTER FOR RESEARCH AND PROFESSIONAL DEVELOPMENT NJDA

# National Juvenile Detention Association

## Lesson Plan Cover Sheet

**COURSE TITLE** Training Curriculum for Educators of Youth in Confinement

**MODULE TITLE** Transition

**INSTRUCTOR(S)**

### TIME FRAME

**TOTAL (HOURS/MINUTES)** 2 hours 30 minutes

**SUGGESTED SCHEDULE (BEGIN/END)**
Day:
Time(s):

**TARGET POPULATION**
Ed. Admin./Educators
Program, Facility Directors
Juvenile Confinement Facility

**NUMBER OF PARTICIPANTS** 20-30

**SPACE REQUIREMENTS**

### PERFORMANCE OBJECTIVE(S)

Following this session participants will be able to write a transition plan which incorporates all of the components necessary to assist the student in the transition process.

### EVALUATION PROCEDURES

Trainer evaluation and transition plans

## METHODS/TECHNIQUES

Discussion, reflection and lecture

## INSTRUCTOR MATERIALS

1. Lesson Plan
2. Transparencies

## EQUIPMENT AND SUPPLIES NEEDED

X FLIPCHART & STAND (# NEEDED) 1

X FLIPCHART PADS (# NEEDED): 1

____ CHALKBOARD

____ 16 MM PROJECTOR

____ FILM LENGTH: ____ MINUTES

____ SLIDE PROJECTOR

TYPE: ____ CAROUSEL
____ TRAY
____ SOUND-ON-SLIDE

____ SCREEN

X FELT-TIP MARKERS

X MASKING TAPE

____ VIDEO PLAYER

TYPE: ____ ½" VHS
____ OTHER (SPECIFY BELOW)

VIDEO TAPE LENGTH: ____ MINUTES

____ VIDEO TAPE RECORDER WITH CAMERA

____ PUBLIC ADDRESS SYSTEM

X OVERHEAD PROJECTOR

X OTHER (SPECIFY)

Transparencies

## PARTICIPANT MATERIALS (HANDOUTS)

| | TITLE | # NEEDED | WHEN DISTRIBUTED | COMMENTS |
|---|---|---|---|---|
| 1. | Student Portfolio Sample | 1/trainee | Guided Practice | |
| 2. | Student Transition Plan | 1/trainee | Guided Practice | |
| 3. | Training Response Log | 1/trainee | Independent Practice | |

# Lesson Plan

| TRANSITION LESSON PLAN | NOTES TO TRAINER |
|---|---|
| ANTICIPATORY SET | 🕒 15 minutes<br>Show Transparency 8-T-1. |
| **Activity: Reflecting on the Past** | |
| **Purpose:** | |
| Life for juvenile offenders is full of uncertainty and change. The purpose of this activity is for trainees to empathize with the change and to understand the effects of uncertainty and change on the behavior and attitudes of the juvenile. | |
| **Procedure:** | |
| The trainer will say to the trainees, "Take a deep breath, then let it out. Repeat, and begin to relax. As you exhale, close your eyes and continue to breathe in this slow relaxed manner. | |
| "I'm going to take you on a short guided fantasy, back to a time when you were a child or adolescent. Picture yourself at a time when you were making a significant change – perhaps going from elementary to middle school, perhaps graduating from high school, or starting college. Maybe this was a time when you were preparing to leave home. Breathe in, and out, and get a clear picture of this time. (Pause) What do you look like? (Pause) What are you wearing? (Pause) Who is around you? (Pause) What are they doing? (Pause) Saying? (Pause) | |
| "How are you feeling about this change…excited? Scared? Eager? Alone? What are you hoping will happen? (Pause) What are you hoping will not happen? (Pause). What has to happen for you to make this change successfully? (Pause) Who helps you make that happen? (Pause) How do they help you? (Pause) What stresses do you experience? (Pause) How do you manage the stress? (Pause) Picture yourself now in the new situation. You have made the transition. How do you feel? (Pause) What is happening now? (Pause) What needs to happen to help you continue to be successful? (Pause) Where can you get this support? How will you ask for it? (Pause) Picture yourself asking for, and getting this help, and continuing to feel great about your successful transition. Breathe, relax, now open | |

## TRANSITION LESSON PLAN

your eyes…slowly."

The trainer will ask the trainees to turn to their seat partner and take about five minutes to share this experience with each other, using the following questions to guide the discussion.

- What was the change you were encountering?
- How did you feel?
- What were you looking forward to?
- What were you afraid of?
- What was particularly stressful?
- Who or what helped you succeed in making this transition?

The trainer will ask for volunteers to share their responses and record them on the newsprint.

The trainer will then ask the trainees to think about our juveniles in confinement. What are some of the changes they have or will experience? What are some of the stresses? From whom or what do they get their support?

**Debriefing:**

The trainer will ask the trainees to compare the two charts. What do they tell us? Possible responses include: *All children and teens go through some stressful changes. Our juveniles, for the most part, go through MORE changes that are MORE stressful and they do it with FEWER resources for support.*

What impact does this have on behavior? Some responses include: *When people are stressed-out, they get sick more often, are more irritable, sleep less, argue more, and act out more.*

## NOTES TO TRAINER

Put these questions on a handout, or write them on newsprint where all can see. After about five minutes of pair-sharing, ask for a few volunteers to share their responses and record them on a sheet of newsprint on a chart like this:

OURSELVES

| The Change | The Stress | The Support |
|---|---|---|
| | | |

Record their responses on a sheet of newsprint marked with the 3 columns like this:

OUR JUVENILES

| The Change | The Stress | The Support |
|---|---|---|
| | | |

As a comparison, the trainer should list on newsprint experiences of the group as well as the experiences of juvenile offenders.

## TRANSITION LESSON PLAN

### INSTRUCTIONAL INPUT

The trainer will state that making a successful transition takes a lot of planning. Examples can be taken from the personal responses given in the previous exercise. With the student/juvenile population, this is even more necessary for many, perhaps most, changes in their lives have not occurred very smoothly. The trainer will take a few minutes to look at specific issues that teachers need to work on, then provide an opportunity for the trainees to practice "walking through" some transition planning.

The trainer will ask the trainees "When do students in your facility go through a transition?" Possible responses may include: *When they enter the institution/residential setting; when they are moved from one program to another; when they are leaving the institutional/residential setting.*

The trainer will instruct the trainees to form small groups to respond to the following questions. Each group will appoint a reporter who will write their responses on the newsprint provided, and select a spokesperson who will report out for the group. The trainees should be given about 10 minutes to work on these questions:

1. What does transition mean?
2. When do students/juveniles experience a transition?
3. Who needs to be involved in the student's transition?
4. What do you, the teacher, need to do to help a student make a successful transition?

Here are some possible responses:

1. Transition means *to move from one place or section or program to another.*
2. Students/juveniles experience a transition *when they come into the facility, change programs change facilities, move to a group home, move back home, and/or change levels of confinement.*
3. *The student/juvenile, family members, school personnel, living unit staff, probation officers, and caseworkers* need to be involved in the student's transition.
4. Teachers can assist with a successful transition by:
    - *Including class record information in student file, transition plan, and/or portfolio.*
    - *Completing the transition component of the IEP (Individualized Education Plan).*
    - *Offering classes on job preparation, resume writing, job searching, budget planning, personal*

## NOTES TO TRAINER

🕒 30 minutes

Distribute blank pieces of newsprint and markers to the groups to record responses.

Show Transparency 8-T-2.

| TRANSITION LESSON PLAN | NOTES TO TRAINER |
|---|---|
| *development classes, and interviewing skills.*<br>• *Making sure grades and school transcripts are sent to the next placement.* | |
| After groups have made their lists, the trainer will have them tape them up on the wall and report out, or conduct a "gallery crawl" by asking groups to rotate around to all the posters, reading each group's responses to the questions and making notes about their comments and questions. When they have finished, the trainer will ask what questions or comments they have about the other groups' information. | Be sure to read all the lists with the trainees in order to comment, clarify and add-on as needed. |
| When all the groups have reported the trainer will lead a discussion about transition in confinement settings using the following narrative.<br>"Transition means the movement of students from one place to another. This may mean from a detention setting to a correctional residential setting, from a residential setting to the family in the community, from a correctional school to a public school, and so forth. The critical point to understand about transitioning is that it starts the day the student begins his or her stay in the facility.<br>"Transitioning requires careful planning involving several people: the student, family members, school personnel, living unit staff, probation officers, case workers, and community mentors. Transitioning from school to a job requires special planning and activities such as resume writing, career planning, employment skill acquisition, and job searches. Transitioning from a confinement school to a public school requires, among other things, that official transcripts be forwarded ahead of time in order for the new school to be prepared to properly enroll the student. The smoother the transition process for the student the better. It is a stressful time for the student. If preparations are made in advance, paperwork and transcripts completed and sent ahead, the student will be less likely to encounter problems in his/her new placement.<br>"Teachers should see to it that the classes they teach are included in the student's transition plan and/or portfolio. They may be asked to coordinate a student transition planning team which involves bringing together various significant others with the student to plan how he/she will proceed once the current program placement is completed. Although some facilities have full-time transition coordinators, typically this is left to a caseworker, probation officer, teacher, or other institutional staff member. Regardless of who is assigned this important task, it is necessary to | |

understand the importance of preparation for the transition process. "Exit upon entry" refers to a general transition philosophy that emphasizes preparation for the next placement up front, upon entry, so as to avoid a "last minute" approach as the student is ready to leave the facility.

"All students who are eligible for special education services must have Individualized Education Plans (IEP) as mandated by federal law, and a transition component is required as part of the IEP. Teachers contribute to a student's transition process by offering classes on job preparation, sending grades and school transcripts to the next placement, writing court reports, and offering follow-up services. They also serve as important contacts for the next placement in regards to information about the student and providing additional support if needed. Teachers also work closely with the case manager or treatment staff to coordinate a student's transition in a comprehensive manner.

"Examples of transition instructional activities in the classroom include: time and budget management, career exploration, job readiness training, writing job applications, role-playing job interviews, arranging for driver's education, and personal development classes."

## GUIDED PRACTICE

🕐 1 hour

Distribute activity sheet "Central Cities Youth Confinement Facility: Modified Transition Plan."

The trainer will distribute the student activity sheet "Central Cities Youth Confinement Facility: Modified Student Transition Plan." The trainer will ask trainees to review this form and note any questions they have or additions they would make to this form. Explain that this has been used as a guide to help teachers help youth make a successful transition out of the program. They will use this form in the guided practice activity.

The trainer will ask the trainees to partner up for a role-play exercise. One partner will be the "student" and the other will be the "staff person." The trainer distributes a copy of a student portfolio to each "student" and a modified student transition plan to each "staff member." After the "student" has had an opportunity to review his/her portfolio, the following scenario takes place.

The student has come to the staff member with his/her portfolio to talk about being released to the community. (Trainees who are playing the role of "student" are asked to improvise as they see fit.) The "staff member" is trying to

| TRANSITION LESSON PLAN | NOTES TO TRAINER |
|---|---|
| determine where the student will need assistance and if the student's goals are appropriate and realistic for his/her competencies, skills, and abilities. Together they complete the transition plan for the student.<br>Once time is called, the trainer will lead a group discussion beginning with the students, asking them what it felt like to be preparing for a transition. Then, conversely, the trainer asks the staff members what it felt like to be coordinating such an important activity with the student. Then the trainer will conclude the lesson by listing on newsprint the key elements of an effective transition plan and the roles teachers play in the transitioning of students. | |
| **INDEPENDENT PRACTICE** | 🕒 30 minutes<br>Show Transparency 8-T-3. |
| The trainer will ask the trainees to respond to the following questions in their Training Response Log, reminding the trainees that the Training Response Log is their opportunity to apply the information learned in the training module to their individual circumstances. The trainer will allow the trainees 15 minutes to complete individual responses. The trainer will ask trainees to form small groups to discuss responses. This response time is voluntary depending upon the nature of the trainees' responses.<br>Does transition planning begin at intake in my facility? What role do I as the teacher play in this process? Am I fulfilling my responsibilities to the students in helping them transition out of our program? | |

## Central Cities Youth Confinement Facility
## Modified Student Transition Plan

Student Name:
Staff Name/Position:
Date:

The following information must be completed in order for the CCYCF to prepare for your movement to ______________________________ on ____________________.

Please work with your caseworker, counselor, living unit staff, or teacher to complete the following items (mark NA if not applicable):

Your current grade level: ________________________________________

Your current certificates (GED, High School Diploma, etc.): ____________________

Your current work assignment: ________________________________________

Your current home/family contacts: ________________________________

Your last public school attended: ________________________________________

What are your job/career goals? ________________________________________
________________________________________________________________

What are you currently doing to reach those goals? ____________________________

Where would you like to work? ________________________________________

Where would you like to continue your education? ____________________________

Who will be your community contact person (e.g. family member) ________________

Have you completed a career development course? ____________________________

Do you have job interviewing skills? ________________________________________

Have you filled out a job application before? ________________________________

What previous work experience have you had? ________________________________
________________________________________________________________
________________________________________________________________

Where will you live if you are released without further placement? ____________

Do you have personal transportation? ____________

Have you completed Driver's Education? ____________

Do you currently have a valid Motor Vehicle Operator's License? ____________

Do you have any health or medical conditions that require attention upon your release? ____
If so, where will you go for medical services? ____________

Do you have a student portfolio? ____________

Please name any persons that we can contact in order to help make your transition from CCYCF a successful one: ____________

If there is any additional information you think would help us make your transition smoother, please describe below: ____________

Student Signature: ____________ Date: ____________
Staff Signature: ____________ Date: ____________

I. PERSONAL NARRATIVE
   - A. Family
   - B. Problems
   - C. Crimes and Commitment
   - D. Short Term Goals
     - 1. Academic
     - 2. Treatment
   - E. Long Term Goals

II. VOCATIONAL ASSESSMENT TEST

III. STUDENT FIVE-YEAR PLAN

IV. CERTIFICATES

V. SCHOOL TRANSCRIPT

# MY PORTFOLIO

BY: JEREMY C.

## FAMILY

My name is Jeremy C. I'm 15 years old. I lived in Denver, Colorado all my life. I have a younger sister named Susie; she is 14 years old and lives in Denver also. I got three cousins that I live with. Their names are Marcus, Bernard, and Khari. My Grandmother and Grandfathers names are Jeri and Bill. My mother and Father names are Denise and Jeff. I live with my Grandmother and Grandfather. I lived with them since I was 1 year old because my mom and dad was always fighting when my sister and I were babies. One day my mom said she would take my sister and my dad will take me. I guess it happened because my mom and dad aren't together anymore. While my dad had me, and he went to work trying to support me. He would give me to my grandma and grandpa to watch me while he went to work. As time went by as I was growing up, my grandma told my dad to give her legal custody of me when I was a year and an half old, so he did because he was still young and he couldn't watch me because work barely enough to support himself.

In 1982, I was two years old when we had a death in the family. My grandma's daughter Sandy got murdered. It was like big part of the family was gone. While I grew up my mom would not let my dad see my sister. As I grew up, I would see my mom and dad as a child. While I grew up, I would see my cousins Marcus, Bernard and Khari because my auntie Sandy was murdered. They are her kids, by my grama took me and my cousins because it was not really a choice for her. My father then married a lady named Janet. She had two kids and one from my dad. She was not nice at all. She would call the cops on my father all the time for nothing. She and my father were heavy drinkers. My grama would let me go visit my dad and they would be cool and after my grama would leave, they would start arguing and fighting and she would threaten my dad. She would say you better leave or I will call the cops and she would throw my dad and me out of the house.

I got burned with coffee when I was a baby by accident. I guess it happened when my mom was washing clothes and I was crawling on the floor in the kitchen and tripped over the coffee machine cord. The hot coffee burned me pretty bad.

As time began where I knew right form wrong, I was a good boy until I began to see the outside world. I went to elementary school. I got good grades until I started to hang out with gangs like the GDs. My grandma always told me to stay home not hang out with the gangs. My cousin is a G.D. and my cousin Khari is a G.D. too. I wanted to be like them when I was younger. I guess I ended up like them too, but like I said the G.D.s are like a family to me. This is because I grew up in their neighborhood ever since I was a baby. So I think they are a big part of my life.

I feel that my mom and my dad should have been responsible parents and taken care of my sister and me. I don't mean that they are to blame for my problems, but I feel that they could have done a better job. I feel down and out sometimes because my father is in the Penitentiary. I feel that he shouldn't be in there. I think he should be out here taking care of my sister and me. I feel that I should have listened to my grandmother and my grandfather when they told me to stay home and not hang out with the gangs. I feel that my family loves me just as much as they did when I was a kid.

## CRIMES, COMMITTMENT AND PROBLEMS

I, Jeremy, was committed on Jan. 3, 1997 for several charges that violated my probation. I know I was doing wrong while I was placed on probation. I violated my probation when I was put on ankle bracelet. Then began tampering with it. One day I got intoxicated then cut it off. I was on the run for a while till I got caught. I was then placed at Someplace Youth Home. I got out of there and then I was place at the Someplace Center. I had a positive attitude and behavior there. Then I finally recognized my drug and alcohol problem. I went to several interviews for a day treatment that helps you with your drug and alcohol problem. I had to make a choice and the treatment program was my choice.

I learned a lot from there, and then I began having urges and cravings for drugs and alcohol. I began getting high again and they found alcohol and THC in my U.A.'s. Once I began using again I went back to my same old mentality like stealing, gang banging, etc... When I would go to treatment, I would either go AWOL or refuse to work the program. I went out and got intoxicated one night and went and stole a car and I was told by my probation officer that the sheriffs called her up and told her I was so drunk they could not wake me up for court. Then I was placed at the I was on school release to and the first day I was released to Savior House for school I went AWOL. I was once again on the run. I was caught several weeks later.

I was placed at the Youth Services Center for a couple of weeks. I now had been placed at a drug and alcohol rehab. It was a very strict program. I had made it four months through the program till I went AWOL. While I was on the run again I had been using more and more drugs and alcohol. I had then got caught. I was placed at Detention again. I then was taken back to where I stayed for a couple of weeks, and then I began having a negative attitude and behavior. It began getting worse every day for me. I made a dumb mistake. I ran once again. I was on the run about a month or so. When I was on the run, I was smoking week and drinking everyday. I would not care about anything. Like I said I would start drinking, would start stealing and gang banging…

Then I got caught. They caught me at my girlfriend's house trying to get away from the police in the basement. The caught me in the basement and then I was placed at Detention Center for a month and two weeks. My attitude and behavior there was some good and some bad. I went to court on May 13, 1997 (that was my sentence date) I got committed 24 months mandatory for some charges that are really bad. Then I got transferred to someplace for assessment. I know I done wrong in my life so far and I plan to turn it around soon. I would like to be placed at a place where I could get help with my drug and alcohol problem because I'll be locked up my whole life or dead if I don't get some help. I think parole would be something good for me because it would be a challenge. I think I don't need to be locked up for 24 months straight because in a locked down facility I'm not going to get any help for any of my problems. It will be like a cycle I'll do the same stuff over and over again. The only way I could break my cycle is if I want to. I feel that I put my victims family, my family and myself through HELL…… I wish I could apologize to my victims if I ever get a chance to.

## SHORT TERM ACADEMIC GOALS:

I completed the seventh grade. I plan to go back to school to get my GED and then go to night school to get my High School Diploma because I think I could get very good job with a High School Diploma. I plan to improve on my reading, writing and math skills then I'll be set for the future….

## SHORT TERM TREATMENT GOALS:

I plan to stop gang banging because it's just messing my whole family up. I also plan to stop using drugs and alcohol and to work on my anger management. How I'll work on my problems is talk them out with my family and a counselor and I hope thy will give me some positive feedback. And I'll ask myself how I could deal with my problems in a better successful way.....

## LONG TERM TREATMENT GOALS:

I plan to leave the system successfully and do my best to leave. I will get a job and try to help my community out as much as I could like helping people treat them with respect and help clean the community up. I would like to get help form my community like set positive examples for us youngsters. I want to go back to school get my GED and then my HS Diploma then get a couple of scholarships to start off in a community college then I want to get a Psychology Degree and find a good paying job. I would prefer a job where I could help out teenagers. I would teach them how to be respectful to others and be responsible youngsters and I also plan to teach from my mistakes......

## FIVE YEAR PLAN:

In five years I'll be 19 years old. Hopefully, I'll be out of college and starting a career and family. I'm gonna try my hardest to achieve my goals and to be a good citizen....

Sincerely,

Jeremy C.

# YSC Division of Youth Corrections

## Certificate of Completion for Participation as a Member of the Intensive Drug and Alcohol Program Conducted by YSC

Presented To

**Jeremy C.**

L.E.T.T.S. Project

L.E.T.T.S. Project

L.E.T.T.S. Project

Treatment Services Specialist

8-A-9

# YSC Division of Youth Corrections

## CERTIFICATE OF ATTENDANCE AND COMPLETION OF DOMESTIC VIOLENCE PREVENTION COURSE

**Presented To**

**Jeremy C.**

Treatment Services Specialist

8-A-10

# YSC Division of Youth Corrections

## *Certificate of Attendance and Completion of Triggers*

**Presented To**

**Jeremy C.**

Drug and Alcohol Treatment Advocate

CAC Liaison

# YSC Division of Youth Corrections

## Certificate of Attendance and Completion of Drug/Alcohol Cycle

Presented To

**Jeremy C.**

Drug and Alcohol Treatment Advocate

Treatment Services Specialist

8-A-12

320

321

## Youth Services Center

# CERTIFICATE OF ACHIEVEMENT

## SCORE OF 100%

**COURSE** ______________________________

**UNIT** ______________________________

**TEST** ____________________

**Awarded to:**

____________________
Name

____________________
Teacher

# Youth Services Center

# CERTIFICATE OF MASTERY

## Course 1231
## Reading Early History

This certifies that ______________________ has completed COURSE 1231 READING EARLY HISTORY and has demonstrated mastery of comprehending, interpreting, applying, analyzing and synthesizing the verbal, graphic, and numerical contents of level 5 reading passages dealing with world history through the Middle Ages.

______________________
Teacher

______________________
Date

8-A-15

# Positive Attitude

# Award

**Presented To**

**Jeremy C.**

**Thanks for consistently keeping a positive attitude.**

Pete Sullivan – Counselor

Date

# Certificate

**This certifies that**

# Jeremy C.

**has successfully completed the Introduction to Computer Graphics and Screen Printing Course at YSC**

Teacher

Assistant

SA-16

# Certificate

Presented to

**Jeremy C.**

*For successfully completing the Metropolitan State College of Denver Lab School presentation program at Youth Track Orientation Program.*

Principal

Teacher

8-A-17

# Congratulations

You were selected from many candidates as the Student of the Week by your group. Great job in setting the standards.

I want to take this opportunity to review what is in your folder. You received drawing and lined paper, a certificate (you may place it in your portfolio) and two envelopes. If you return those two envelopes to me after writing a letter, I will send them out so that you will not have to use your own stamps.

As Student of the Week, you are automatically placed as a candidate for Student of the Month.

Once again, great job on your excellent performance during school. I encourage and challenge you to strive for the next higher goal.

Mrs. Payne, Teacher

# Student of the Week

## Jeremy C.

**For Outstanding Performance and Excellence in the Metropolitan State College of Denver Lab School**

William Kelly, Principal

George Smith, Teacher

8-A-19

# High Point

awarded to

**Jeremy C.**

**on**

**January 12, 1997**

**For your efforts in staying positive and accomplishing the goals you have set for yourself.**

8-A-20

# COMMENDATION

MYSC Residential Unit Upper level Supervisor on Duty Whitten

Reporting Staff Payne

Resident's Name: Jeremy C. Date March 13, 1998

NATURE OF COMMENDATION: (check one most applicable)

____ Staff Support
____ Peer Support
✓ Program Support
✓ Other: Positive personal growth
____ Responsibility
____ Relationship
____ Respect
____ Community Relations
____ Safety
____ Security

Complete Description of Incident:

During class on Friday March 13, Jeremy had permission to use the radio. A peer was provoking him about use of radio. Jeremy confronted his peer appropriately through the channels of normative culture. The peer then decided to assault Jeremy. Jeremy is receiving this commendation because of the way he handled this situation without retaliation and he stepped away from the assaultive peer. Previously, Jeremy might not have made such a wise choice, but he thought before he acted, weighed all his options and made the correct choice.

What was the overall effect of the resident's actions?

By Jeremy choosing alternative means of dealing with negative situations or peers, He allowed staff to intervene and de-escalate the situation without much trouble.

Staff Signature B. Payne Date: March 14, 1998

Supervisor Signature Janet Whitten Date: March 14, 1998

BEST COPY AVAILABLE

# YSC STUDENT TRANSCRIPT

| Student Name | D.O.B. | Date Entered | Date of Exit |
|---|---|---|---|
| | | | |

## HOURS COMPLETED PER COURSE

| Completion Date | Course Title | Hours Earned |
|---|---|---|
| | Academic | |
| | Decisions for Everyday Living | |
| | Human Sexuality/ Healthful Living | |
| | Law Related Education | |
| | Physical Education | |
| Total Hours Earned | | |

Director

Date

School hours are based on the actual number of hours a student has been in class.

# TRANSCRIPT

**ID:** 256-45-5698 **Last Name:** C **First Name:** Jeremy **MI:** M.

**SSN:** 256-25-5698 **DOB:** 11-12-82 **Sex:** M

**GUARDIANS NAME:** Jeri and Bill C

**STREET ADDRESS:** 1424 Range

**CITY:** Denver

**STATE:** CO

**TOTAL CREDIT:** 6 **GPA:** 3.45

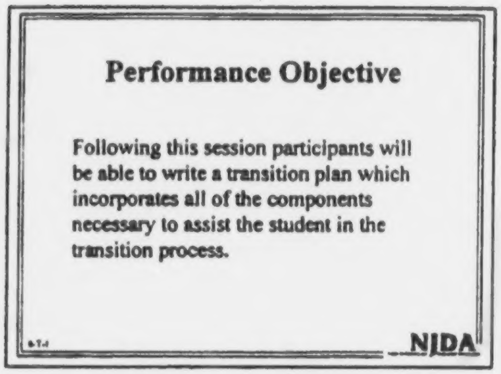
SEMESTER 97-3

| CLASS CODE | CLASS TITLE | CREDIT | GRADE |
|---|---|---|---|
| 3000 | Oral Communications | 0.1 | A |
| 1000 | American Government | 0.1 | B+ |
| 8000 | Applied Math (s) | 0.1 | C |
| 3000 | Comp Health B | 0.1 | A |
| 1000 | American History | 0.1 | B |
| 4000 | Gym | 0.1 | A |

PRINCIPAL ____________________ DATE ____________________

CYS
1859 Bucannon Blvd.
Denver, CO 45698
(123) 564-5689

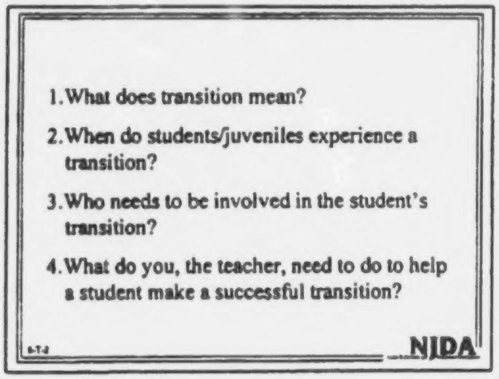
# Transparency Note Taking Guide



**Performance Objective**

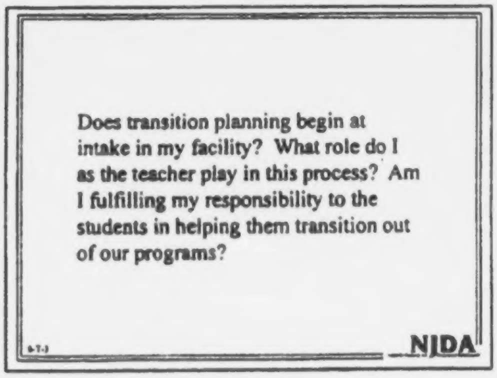
Following this session participants will be able to write a transition plan which incorporates all of the components necessary to assist the student in the transition process.

NJDA



1. What does transition mean?
2. When do students/juveniles experience a transition?
3. Who needs to be involved in the student's transition?
4. What do you, the teacher, need to do to help a student make a successful transition?

NJDA



Does transition planning begin at intake in my facility? What role do I as the teacher play in this process? Am I fulfilling my responsibility to the students in helping them transition out of our programs?

NJDA

# Performance Objective

Following this session participants will be able to write a transition plan which incorporates all of the components necessary to assist the student in the transition process.

NJDA
Center for Research and Professional Development

1. What does transition mean?
2. When do students/juveniles experience a transition?
3. Who needs to be involved in the student's transition?
4. What do you, the teacher, need to do to help a student make a successful transition?

Does transition planning begin at intake in my facility? What role do I as the teacher play in this process? Am I fulfilling my responsibility to the students in helping them transition out of our programs?

8-T-3

**NJDA**
Center for Research and Professional Development

> *"I have come to a frightening conclusion. I am the decisive element in the classroom. It is my personal approach that creates the climate. It is my daily mood that makes the weather. As a teacher, I possess tremendous power to make a child's life miserable or joyous. I can be a tool of torture or an instrument of inspiration. I can humiliate or humor, hurt or heal. In all situations, it is my response that decides whether a crisis will be escalated or de-escalated, and a child humanized or de-humanized."*
>
> Haim Ginott

# Program and Classroom Evaluation

## Rationale

Evaluations are used to determine the effectiveness of programs for students. There are different types of evaluations dependent upon the needs of the facility. The purpose of this module is to help teachers become familiar with (1) classroom evaluations and (2) facility program evaluations.

Classroom evaluations consist of many components: test score results, student portfolios, instructional methodology, course completions and grade level achievement. Most classroom evaluations focus on test score results to measure academic progress. Various informal and formal assessments used in the classroom provide data for test score comparisons. Classroom evaluations ask the question, "How well are the students doing?" The teacher's primary role in classroom evaluations is to collect data based on evaluation criteria.

Program evaluations are systematic procedures measuring both process and outcomes in order to be able to improve programs and practices. A program evaluation should be an on-going activity that helps to determine the future shape of the correctional school program. Austin (1982) states that "Evaluation is useful in either confirming our suspicions or hunches or filling in some gap in our knowledge of how a program is working." Program evaluations ask the question, "Are our programs successful?"

The teacher's role in program evaluations is dependent upon the type of program evaluation being administered. If the program evaluation is focused on facility-wide concerns, teachers may be asked general questions about teaching in the institution. A school-specific evaluation may require the teacher to provide information regarding:

- test-score results
- types of assessment instruments used
- curriculum
- instructional practices
- numbers of special education students served
- classifications of special education students enrolled
- content standards
- average daily attendance of students
- average student length of stay
- range of achievement skill levels of students
- gender and ethnic breakdown of student population

The results of program evaluations can identify both the effective as well as deficient aspects of the school program in detention or correctional settings. For example, Gottfredson (1990) evaluated three programs aimed at changing delinquent behaviors and improving academic achievement of high-risk youth and found that (1) a pull-out program was ineffective in reducing delinquency, (2) an alternative school was ineffective, and (3) an alternative class program was effective in increasing academic gain, social bonding, attitude toward social institutions, and reduced delinquency.

The most commonly used evaluations are *formal* and *informal*. Formal evaluations involve an in-depth review of statistics and quantitative data. These data are more numerical in nature and include measures of average daily attendance, student counts, class documentation and attendance, percentage of credits earned, budget expenditures, and so on. Information is gathered by the use of surveys, questionnaires, opinion polls, rating scales, performance assessments, files, documents, and checklists. Formal or formative evaluations focus on correction or reform. Herman, Morris, and Fitz-Gibbon (1987) call this a "focus on providing information to planners and implementers on how to improve and refine a developing or ongoing program." Formal evaluations also include a scientific analysis of data that use controls for measurement and comparison.

Informal evaluations are more descriptive in nature. They describe in narrative form what happens in the school, the successes students have, how teachers carry out their duties, what daily school activities are planned and implemented, and so on. Information is gathered by interviews with faculty and students, focus group discussions, vignettes of school activities, school self-assessments, and observations. Informal or summative evaluations "assess the overall quality, quantity and impact of mature programs for purposes of accountability and policymaking" (Herman, Morris, and Fitz-Gibbon, 1987).

Post-release follow-up studies are also used to measure program effectiveness. An investigation of student progress after release from the facility can provide valuable data to determine if facility programs meet the needs of students who have been released back to the community.

A conclusion of program evaluation findings usually contains a list of recommendations. These recommendations are often stated as outcome measures. For example, a program evaluation may show that computers are used only when students are working on computer driven academic courses. Computers are not available for use in other courses. Thus, an outcome measure would be that *all students would demonstrate basic computer literacy in all areas of instruction.*

CENTER FOR RESEARCH AND PROFESSIONAL DEVELOPMENT NJDA

# National Juvenile Detention Association

Lesson Plan Cover Sheet

**COURSE TITLE** Training Curriculum for Educators of Youth in Confinement

**MODULE TITLE** Program and Classroom Evaluation

**INSTRUCTOR(S)**

## TIME FRAME

**TOTAL (HOURS/MINUTES)** 2 hours 45 minutes

**SUGGESTED SCHEDULE (BEGIN/END)** Day:
Time(s):

**TARGET POPULATION** Ed. Admin./Educators
Program, Facility Directors
Juvenile Confinement Facility

**NUMBER OF PARTICIPANTS** 20-30

**SPACE REQUIREMENTS**

## PERFORMANCE OBJECTIVE(S)

Following this session participants will be able to:

1. Describe the impact of program and classroom evaluation on building a quality classroom and school program; and,
2. Identify ways teachers can provide evaluative data to ensure quality classroom practices and effective school programs.

## EVALUATION PROCEDURES

Trainer evaluation, journal writing and program evaluation

## METHODS/TECHNIQUES

Lecture, discussion and program evaluation.

## INSTRUCTOR MATERIALS

1. Lesson Plan
2. Transparencies
3. 3" x 5" index cards

## EQUIPMENT AND SUPPLIES NEEDED

_X_ FLIPCHART & STAND (# NEEDED) _1_

_X_ FLIPCHART PADS (# NEEDED): _1_

___ CHALKBOARD

___ 16 MM PROJECTOR

___ FILM LENGTH: ___ MINUTES

___ SLIDE PROJECTOR

TYPE: ___ CAROUSEL
___ TRAY
___ SOUND-ON-SLIDE

___ SCREEN

_X_ FELT-TIP MARKERS

_X_ MASKING TAPE

___ VIDEO PLAYER

TYPE: ___ ½" VHS
___ OTHER (SPECIFY BELOW)

VIDEO TAPE LENGTH: ___ MINUTES

___ VIDEO TAPE RECORDER WITH CAMERA

___ PUBLIC ADDRESS SYSTEM

_X_ OVERHEAD PROJECTOR

_X_ OTHER (SPECIFY)

Transparencies

## PARTICIPANT MATERIALS (HANDOUTS)

| | TITLE | # NEEDED | WHEN DISTRIBUTED | COMMENTS |
|---|---|---|---|---|
| 1. | Sample Program Eval.<br>Lovely Lakes & Central Cities | 1/trainee | Anticipatory Set | |
| 2. | Training Response Log | 1/trainee | Independent Practice | |
| 3. | Guiding Questions for Criteria Categories | 1/trainee | Independent Practice | |

# Lesson Plan

| PROGRAM AND CLASSROOM EVALUATION LESSON PLAN | NOTES TO TRAINER |
|---|---|
| **ANTICIPATORY SET**<br>The trainer will post the following questions regarding program evaluation on newsprint.<br>• What does the word evaluate mean?<br>• How is an evaluation different from and similar to an assessment?<br>• Why is it important to evaluate a school program?<br>• What needs to be evaluated? When?<br>• What are some methods of evaluation?<br>The trainer will instruct the trainees to individually respond to each question. The trainer will allow 10 minutes for individual response time. Forming triads, the trainees will discuss their responses. The trainer will allow 15 minutes for small group discussion. The trainer will ask for volunteers from each group to give their feedback to each of the questions. | 🕒 30 minutes<br>Show Transparency 9-T-1. (optional) |
| **INSTRUCTIONAL INPUT**<br>The trainer will present a brief overview of classroom and program evaluation covering points outlined in the module rationale. The trainer will explain to the trainees that an evaluation process is needed in order to assess if a classroom or school program is meeting its goals and objectives. Is the classroom or school program is effective?<br>Classroom evaluations consist of many components: test score results, student portfolios, instructional methodology, course completion and grade level achievement. Most classroom evaluations focus on test score results to measure academic progress. Various informal and formal assessments used in the classroom provide data for test score comparisons. Classroom evaluations ask the question, "How well are the students doing?" The teacher's primary role in classroom evaluations is to collect data based on evaluation criteria.<br>Program evaluations are systematic procedures measuring both process and outcomes in order to be able to | 🕒 45 minutes |

improve programs and practices. A program evaluation should be an ongoing activity that helps to determine the future shape of the school program. Examples of questions asked during program evaluations are:

- What does a student need to know to be successful at their grade level?
- What is taught to meet content standards?
- What instructional strategies are used?
- How is student performance measured?
- How are student assessments tied to content standards?
- How are content standards reflected in teaching and learning?
- Are assessments used to inform instruction and define instructional strategies?
- How well are the students doing?
- How much improvement is needed?

### A. Program Evaluation

The trainer will distribute copies of sample program evaluations and review the contents with the trainees. The trainer will distribute a 3"x5" index card to each trainee and ask them to list, in priority order, what they feel are the three most important aspects on which a school program should be evaluated. The trainer will instruct them to turn over their cards and list three ways that teachers can provide data and information for each item listed on the other side of the card.

Distribute a copy of a sample program evaluation and discuss its contents with the trainees. "Lovely Lakes" is a detention center evaluation and "Central Cities" is a corrections program evaluation. Depending on the audience, trainer may choose to use one or both examples.

The teacher's role in program evaluations is dependent upon the type of program evaluation being administered. If the program evaluation is focused on facility-wide concerns, teachers may be asked general questions about teaching in the institution. A school-specific evaluation may require the teacher to provide information regarding:

- test-score results
- types of assessment instruments used
- curriculum
- instructional practices
- numbers of special education students served
- classifications of special education students enrolled
- content standards
- average daily attendance of students
- average student length of stay

- range of achievement skill levels of students
- gender and ethnic breakdown of student population

Program evaluations can be **formal** and **informal**. Formal evaluations involve an in-depth review of statistics and quantitative data. These data are more numerical in nature and include measures of average daily attendance, student counts, class documentation and attendance, percentage of credits earned, budget expenditures, and so on. Formal or formative evaluations focus on correction or reform.

Informal evaluations are more descriptive in nature. They describe in narrative form what happens in the school, the successes students have, how teachers carry out their duties, what daily school activities are planned and implemented, and so on. Informal or summative evaluations assess quality, quantity and impact of the classroom or program.

### B. Classroom Evaluation

The trainer will distribute copies of Classroom Evaluation Checklist and will review the contents with the trainees. The trainer will distribute a 3"x5" index card to each trainee and will ask them to list in priority order the three most important aspects on which classroom practice should be evaluated. The trainer will then instruct the trainees to turn over their card and list what strategies or activities they do in their classrooms to address these priority aspects.

Distribute copies of the "Classroom Evaluation Checklist."

As a closure to this activity, the trainer will instruct the trainees to revisit the sample program evaluations, this time looking for a comparison between the aspects they identified as priority classroom practices and components of a program evaluation. The trainer should ask for volunteers to report their findings.

## GUIDED PRACTICE

🕒 1 hour

The trainees are asked to form groups consisting of three people. One person is elected the recorder, another the reporter. Trainees are asked to share the comments on their index cards with their group members. The recorder lists the comments on a sheet of newsprint, using a T-chart

| PROGRAM AND CLASSROOM EVALUATION LESSON PLAN | NOTES TO TRAINER |
|---|---|
| diagram to show (1) priority components that should be evaluated in a school program, (2) how teachers can provide data for each function, (3) priority aspects of effective classroom practices, and (4) classroom activities/strategies that address these aspects. Presentations of each group's responses will be made to the large group.<br>The trainer will follow up by summarizing the group's comments emphasizing program and classroom evaluation data that would impact teacher practices, strategies that would be used, and how they would be implemented. | |
| The trainer will ask the trainees to complete the sample program evaluation (Guiding Questions for Criteria Categories) regarding their program. | Distribute copies of the evaluation questionnaire "Guiding Questions for Criteria Categories." |
| **INDEPENDENT PRACTICE** | 🕒 30 minutes<br>Show Transparency 9-T-2. |
| The trainer will ask the trainees to respond to the following question in their Training Response Log, reminding the trainees that the Training Response Log is their opportunity to apply the information learned in the training module to their individual circumstances. The trainer will allow the trainees 15 minutes to complete individual responses. The trainer will ask trainees to form small groups to discuss responses. This response time is voluntary depending upon the nature of the trainees' responses.<br>How could similar approaches (i.e., questionnaires, surveys, narratives, and roundtable discussions) be used to evaluate programs, activities, and lessons? | |

# Program and Classroom Evaluation Resources

Austin, M.J., et al. (1982). ***Evaluating Your Agency's Problems.*** Beverly Hills, CA: Sage.

Gottfredson, D.C. (1990). Changing School Structures to Benefit High-Risk Youths. In P.E. Leone (Ed.), ***Understanding Troubled and Troubling Youth.*** Newbury Park, CA: Sage Publications.

McCold, P.E., and M.S. Satin. (1992). Evaluation of Educational Services to DFY Youth. ***Research Focus On Youth***. 3(1). New York: New York State Division for Youth; Bureau of Program Evaluation and Research

Name (Optional) ________________________

# SECTION 1

## Guiding Questions for Criteria Categories

(To be completed by program administrators and/or classroom teachers)

1 Excellent/Yes
2 Good/Yes
3 Average/Average
4 Poor/No
5 don't know

| **A. *Vision, Leadership, and Culture*** | 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|---|
| 1. Does the school have a clearly stated vision based upon its beliefs, student needs, and current educational plan? | | | | | |
| 2. Have Student Learning Results (SLRs) been developed for the school? | | | | | |
| 3. Does the school leadership make decisions and initiate activities that focus on all students achieving the SLRs? | | | | | |
| 4. Is staff supported, utilized and monitored to facilitate student achievement of SLRs? | | | | | |
| 5. Is the school a safe, clean, and orderly place that nurtures learning? | | | | | |
| Comments: | | | | | |

| **B. *Curriculum – Rigorous, Relevant, and Coherent Curriculum*** | 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|---|
| 1. Do all students participate in a rigorous, relevant and coherent curriculum that supports the achievement of the SLRs? | | | | | |
| 2. Do all students have access to all curricular activities? | | | | | |
| 3. Do all students have assistance with development and ongoing adjustments of a personal learning plan? | | | | | |
| 4. Do all students have knowledge of future opportunities? | | | | | |
| 5. Are all students prepared upon exit to continue their academic and occupational goals? | | | | | |
| Comments: | | | | | |

| **C. *Powerful Teaching and Learning*** | 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|---|
| 1. Are all students involved in challenging learning experiences to achieve the SLRs? | | | | | |
| 2. Do all students experience learning opportunities that emphasize higher order thinking skills and integrate academic and applied content? | | | | | |
| 3. Do students routinely use a variety of resources for learning? | | | | | |
| 4. Do students engage in learning experiences beyond the textbook and the classroom? | | | | | |
| Comments and/or note learning opportunities that might be added to this program. | | | | | |

Adapted from instrument developed
by Dr. Ted Price – 1997

## Section 1: Guiding Questions for Criteria Categories

| D. *Support for Student Personal and Academic Growth* | 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|---|
| 1. Do all students receive appropriate support to help achieve academic success? | | | | | |
| 2. Describe the level of teacher involvement with students in the classroom. | | | | | |
| 3. Describe the level of teacher involvement with student out of regular classroom. | | | | | |
| 4. Do all students have an educational transition plan? | | | | | |
| Comments and/or list activities and co-curricular activities provided. | | | | | |

| E. *Assessment and Accountability* | 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|---|
| 1. Do teachers employ a variety of assessment strategies to evaluate students? | | | | | |
| 2. Do teachers employ a variety of assessment strategies to modify curriculum and instructional practices? | | | | | |
| 3. Do the teachers, school administration, and administration regularly review student progress toward accomplishing the expected schoolwide learning results? | | | | | |
| 4. Does the assessment of SLRs drive the school's program development and resource allocation? | | | | | |
| Comments and/or specify assessments used by school, administration and community. | | | | | |

| F. *Relationship with Students* | 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|---|
| 1. Does the school leadership employ a wide range of strategies to encourage and support staff involvement? | | | | | |
| 2. Does the school leadership employ a wide range of strategies to encourage parent involvement? | | | | | |
| 3. Does the school leadership employ a wide range of strategies to encourage community involvement? | | | | | |
| 4. What is the level of teacher effectiveness in light of combining teaching duties with student interaction? | | | | | |
| 5. What is the level of teacher commitment? | | | | | |
| Comments and/or list student involvement of the teachers. | | | | | |

Adapted from instrument developed
by Dr. Ted Price – 1997

## Section 1: Guiding Questions for Criteria Categories

| **G.** ***Administrative Relationships*** | **1** | **2** | **3** | **4** | **5** |
|---|---|---|---|---|---|
| 1. Does the program's leadership provide needed financial resources and guidance? | | | | | |
| 2. Does the program's leadership provide needed human and material resources? | | | | | |
| 3. How is the program utilizing teachers, interns, support staff, in-services and staff? | | | | | |
| 4. Do the various Central Administration leaders work together as a cohesive team with common goals? | | | | | |
| Comments: | | | | | |

| **H.** ***Partnerships*** | **1** | **2** | **3** | **4** | **5** |
|---|---|---|---|---|---|
| 1. What is the relationship between your Central Administration and the program's administration? | | | | | |
| 2. What is the relationship between your Central Administration and the parents? | | | | | |
| 3. What is the relationship between your Central Administration and the community? | | | | | |
| Comments: | | | | | |

Adapted from instrument developed
by Dr. Ted Price – 1997

# Classroom Evaluation Checklist

## Classroom Management

*There is a system for:*

_____Contacting security for emergency situations
_____Securing materials and supplies (i.e. contraband items)
_____Documenting serious incident reports
_____Managing paperwork
_____Materials distribution
_____Transitions within the class
    _____From class to class
    _____Dining room
    _____Living units
_____Managing paraprofessionals
_____Establishing rules
_____Teaching rules
_____Collecting data
_____Evaluating data
_____Being ready prior to beginning lesson

## Individualized Program Planning

*There is a system for:*

_____Developing written instructional objectives based on IEP
_____Addressing handicapping conditions in program planning
_____Measuring of student progress
_____Receiving Input from the family and/or others to develop IEP
_____Integrating students into regular education classrooms
_____Conducting IEP staffings and reviews

## Behavioral Management

### *Prevention Techniques*

_____Reinforcing environment
_____Physical space usage encourages a variety of activities
_____Teacher and materials are accessible to students
_____Process in place for students to request help
_____Procedures in place for what to do (i.e. if a pencil breaks)
_____Student feedback is used to shape students' learning and social behavior
_____Facility behavior management system is used in the classroom
_____Teacher is courteous to students

### *Teacher Relationship with Students*

_____Raises and lowers standards for students performance in response to student need
_____Gives students individual assistance and attention
_____Is an effective listener
_____Accepts students' feelings
_____Takes an interest in student personal interests
_____Delivers praise effectively
_____Demonstrates awareness of student's individual, emotional and social needs
_____Uses behavior management strategies effectively

## Assessment

_____Referral process in place
_____Teacher participates in screening of students
_____Meetings are held to discuss student progress
_____Testing batteries are in use that adequately address the whole child
_____Informal assessment procedures are used
_____Ecological inventories are used
_____Appropriate behavioral observation procedures are used
_____Process in place to assess/teach/evaluate/refine teaching methods

## Instructional Management

*Process in place whereby the teacher:*

_____Uses an anticipatory set
_____States objective
_____Sequences input understandably
_____Differentiates between acquisition, fluency and mastery lessons
_____Teaches learning strategies
_____Checks for understanding
_____Provides equitable distribution of response opportunities
_____Questions at the knowledge level
_____Questions at the comprehension level
_____Questions at the application level
_____Questions at the synthesis level
_____Questions at the evaluation level
_____Dignifies student responses
_____Varies presentation techniques
_____Gives clear directions
_____Summarizes/clarifies concepts
_____Provides guided practice
_____Provides independent practice
_____Provides opportunities to work cooperatively
_____Maximizes time on task
_____Effective use of wait time
_____Delves for more complete or higher level responses
_____Uses sponge activities meaningfully
_____Monitors student progress
_____Readjusts lessons to meet student need
_____Uses task analysis to plan
_____Uses natural events to teach specific content
_____Plans for generalization and transference of skills across the curriculum
_____Uses meaningful reinforcement and feedback
_____Lesson format accommodates student language abilities

# Lovely Lakes Youth Center
# Education Program Audit

## Program Strengths

- Caring, certified teachers. *The teachers at LLYC have a professional attitude toward the students. There were no negative comments about the teaching staff from the students who were interviewed.*

- School is well stocked with supplies, materials, equipment. *The school has an up-to-date computer lab, TVs/VCRs, library books, and other materials needed to enrich instruction.*

- Special Education policy and procedure in place. *This is a result of the last program evaluation which recommended this item be addressed.*

- Students receive five hours of instruction not including gym time. *The school schedule is such that students receive general academic instruction in the morning and elective activities in the afternoon.*

- Semester is well planned with lesson and curriculum units. *Teachers plan the semester by outlining curriculum lessons and units.*

- Students have access to up-to-date computer technology. *The computer lab is up-to-date and is capable of running sophisticated software. Students also have access to the computer lab on Saturdays.*

- Software is available for students at the GED level. *Those students who are eligible for GED preparation can do so at LLYC through the use of GED software.*

- Title 1 Paraprofessional. *The addition to the school staff of a Title 1 paraprofessional will enable those students who function on low reading and math levels more one-on-one time to increase their literacy levels.*

## Program Concerns

- Learning environment - *The following findings based on observations of the school program at LLYC indicate conditions that interfere with an environment conducive for learning:*

  ⇒ *Students are frequently removed from the classroom for various purposes.*
  ⇒ *Students mop the hallways, fold laundry, and do wash during school hours.*
  ⇒ *Security personnel eat snacks and meals at the tables where students are doing their schoolwork.*
  ⇒ *Hallways are very noisy; staff occasionally yell down the halls; security radios in the classroom are loud and disruptive*
  ⇒ *Classrooms need painting and visual stimulation (maps, student work, student art, posters).*
  ⇒ *Broken chairs and file cabinets need to be removed from the classrooms.*
  ⇒ *Certain pods of students were reported to arrive at school consistently late.*
  ⇒ *Teachers have no means of communication if the assigned security person leaves the classrooms; the teachers have no radios.*

- Traditional teaching approaches - *The following recommendations are based on observations at LLYC that reflect a need for the school to expand beyond traditional approaches to teaching and learning:*

  ⇒ *Need to balance individualized instruction with group instruction.*
  ⇒ *Design curriculum to meet the individual needs of students.*
  ⇒ *Assessments should go beyond math and language arts to interest inventories, work experiences, and personal histories to help design individual lessons particularly in planning life skills instructional activities.*
  ⇒ *Infuse life skills activities into all areas of instruction.*
  ⇒ *Use "hands-on" experiences - the teaching strategies observed were lecturing, worksheets, reading to students. Instruction should be supplemented with projects and experiential activities.*
  ⇒ *Implement cross-curriculum and thematic instruction.*
  ⇒ *Decrease repetitive lessons. Many students complained they received the same lessons over and over again.*

- **Comprehensive school plan** - *Planning the semester is a good start. The school should have an annual action plan that specifies what the mission, goals, and objectives will be for the school on a yearly basis. The plan should be evaluated periodically.*

- **Transition process** - *A more structured, formalized transition process should be in place that outlines the procedures for transitioning students to their next placement.*

- **Relationship with facility staff** - *Educators and security staff have different roles in a secure facility. Joint training should occur to strengthen the communication and relationship among all staff. Comments were made to the audit team that policies and procedures are not implemented consistently between the school and unit staff.*

- **Training schedule** - *Teachers should be trained prior to entering the classroom if possible. Two newly hired teachers were working with students and had not received their safety, security, and restraint training.*

- **Library enhancement** - *The library is fairly well-stocked with acquisitions, and a procedure is in place for checking out books. The library coordinator should contact Lovely Lakes Public Libraries for information regarding grants, loans, donations, and assistance to supplement the LLYC library.*

- **Process for non-English speaking students** - *No formalized process is in place for those students who require educational services in a language other than English.*

- **Substitute List** - *A substitute teacher list needs to be generated, perhaps through the proposed volunteer program, in order to relieve staff shortage problems when regular teachers cannot report to work.*

## Central Cities Youth Correctional Center
1998 Educational Program Evaluation
Final Report

**Program Strengths**

- Corrective action was taken and documented on all items cited in 1997 Audit Report. *Although the library was cited in 1997 Audit as requiring additional resources and improvements, some of those concerns remain in the 1998 Audit Report (see Program Concerns).*

- Multi-use of the school area by non-education staff on nights and weekends. *The school is made available for other classes and activities not necessarily associated with the school, which sends the message that teaching and learning take place beyond the school day.*

- Language rich environment: students are consistently engaged in reading, writing, and speaking to strengthen their communication and literacy skills. *The teachers work well together to coordinate instructional strategies amongst their various disciplines and specifically with literacy activities.*

- Balance of individual and group instruction based on student need reflects careful planning by the teachers. *There is a clear understanding in the school that a healthy balance of personal and group work is the best way to deliver instruction.*

- Revamped school schedule is based upon student educational needs. *Assigning students to a schedule based upon their academic needs and abilities makes good sense and helps the teachers coordinate instruction more sensibly. The institution should be commended for this change.*

- Appropriate use of thematic and cross-curriculum approaches to instruction. *Students receive information about subjects in a variety of ways and in a variety of classes due to teachers' communication and planning amongst themselves.*

- Educational program goals are implemented and evaluated on an ongoing basis. *Although this is done "in-house," an annual report is issued which explains various goals and objectives with quarterly updates.*

- Positive relationships with others: students, district/detention school, living unit staff, and community contacts. *Students, living unit staff, and administrative staff spoke of a positive relationship with the school staff.*
- Cohesive educational team. *The teacher's camaraderie was self-evident.*
- Caring, professional teachers. *Students repeatedly commended the teachers. They said, "They work hard and help us learn."*

## Program Concerns

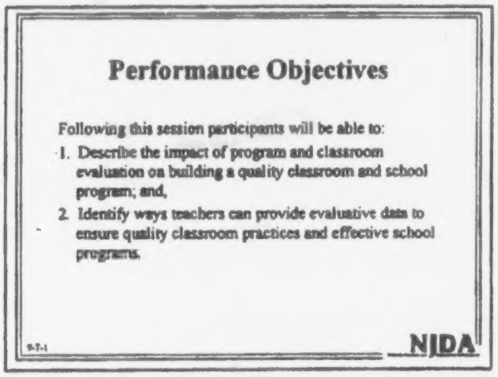
- Library lacks better coordination and resources. *An ongoing problem at Central Cities is the lack of consistent coordination and attention to the library. Although the school meets the requirements of library compliance, there is more work to be done in this area. Cataloging needs to be updated, and a designated coordinator should be assigned to the library. If this is to be a teacher, time needs to be allotted accordingly, aside from classroom duties, to handle this assignment.*
- The affective education daily activity needs to be assessed for effectiveness. *Beginning and ending the day with a process for self-reflection is commendable. However, most of the students interviewed felt it had no substance and were merely "going through the motions." Rather than focus solely on setting a personal goal for the day, a variety of self-development and/or group processing activities could take place to change the routine and strengthen the content of the sessions. The students did not feel this way about PPC. They felt strongly that PPC was important and helpful.*
- Vision and mission statements need to be included in the annual school plan. *A good plan involves a description of how the staff envisions the future for the school and to define the school's mission.*
- Student portfolios need to be thoroughly developed or discontinued. *The development of student portfolios has been incomplete. A decision is needed to determine whether portfolios will be developed for all students and whether the process will be either improved or discontinued.*

- More pre-/post assessments are needed that are criterion-referenced, brief, and easy to administer. *Although assessments are used, there is a need for additional ones that meet the needs of the school (criterion and brevity).*

- School program should be evaluated annually by an outside source. *Although the school program administers a sound annual self-assessment, a more objective review of the school program is needed from an outside source.*

- The detention program is experiencing a turnover of teaching staff. *An audit interview with the facility director revealed no issues or concerns with the detention school program. He felt confident the newly appointed detention school staff would be a positive move for the program.*

# Transparency Note Taking Guide



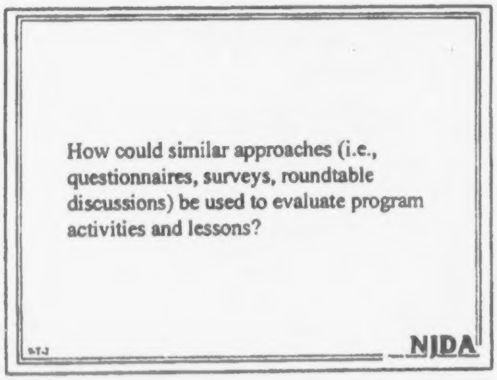
### Performance Objectives

Following this session participants will be able to:

1. Describe the impact of program and classroom evaluation on building a quality classroom and school program; and,
2. Identify ways teachers can provide evaluative data to ensure quality classroom practices and effective school programs.

9-T-1

NJDA



How could similar approaches (i.e., questionnaires, surveys, roundtable discussions) be used to evaluate program activities and lessons?

9-T-2

NJDA

# Performance Objectives

Following this session participants will be able to:

1. Describe the impact of program and classroom evaluation on building a quality classroom and school program; and,
2. Identify ways teachers can provide evaluative data to ensure quality classroom practices and effective school programs.

NJDA
Center for Research and Professional Development

How could similar approaches (i.e., questionnaires, surveys, roundtable discussions) be used to evaluate program activities and lessons?

# Training Evaluation and Training Response Log

# Training Evaluation

Evaluation is a means/method of determining whether an action was effective in achieving the established goals/objectives of the training. Evaluation may take place while training is taking place, at the conclusion of the training or at a future time after the training has concluded. The purpose of the evaluation is to provide useful and timely information for decision making by the trainer. Is the training addressing the identified problem? Can the training be improved if changes were made? Is the training serving the appropriate population.

There are four levels of evaluation useful for training programs. Each higher level takes more time and resources but yields more useful, valuable information. The first level is **reaction**. Typically, this level consists of administering a set of questions to trainees at the end of a training program or at the end of each day in a longer program. Although simple, this level does give a picture of the trainee's immediate reaction to the training, of whether something was missing or confusing, and of how engaged the trainees were in the learning.

The second level is **knowledge**. This level is designed to assess whether the trainees can demonstrate they have acquired the intended knowledge and can perform the tasks (skills) indicated in the learning objectives. Some techniques used in this level are cognitive tests, performance tests, and demonstrations.

The third level is **behavior change**. This level answers the question, "Has the trainee's behavior changed as a result of the training?" If so, a "transfer of learning" has occurred. In order to attribute the behavior change to the training, it is necessary to collect baseline data to establish conditions "before" and "after" training. The methods used in this level of evaluation may include observation of trainee performance, interviews with trainees, interviews with supervisors, family members, staff in community agencies, and focus groups.

The fourth level is **results**. This level measures the effect the training program has on the organization; it answers the question, "Has the problem been solved?" This evaluation strategy requires that data be collected from the organization, such as records to indicate employee turnover, reduced production costs, improved product quality, improved customer satisfactions, fewer complaints received, and fewer employee grievances filed.

Throughout the training curriculum there are many opportunities for reaction and knowledge evaluations. These opportunities exist in the form of group activities, small and large group discussions, individual and group reflections and demonstrations. Included in this section is a sample Course/Training Evaluation which trainers can use to evaluate the trainees' reaction to the training. Also included is the Training Response Log, which will be completed by each trainee at the end of each module. The Training Response Log is an evaluation tool designed to initiate thought about behavior change. For each module the trainee is asked to apply the information learned in the module to their current position, program, facility or system.

# Course/Trainer Evaluation Form

This evaluation provides us with important information from course participants. Your comments are invaluable to us.

1. Of the topics covered in the program, which would you regard as being of the most value to you-and why?

2. Identify at least two ideas or concepts from the course that you believe will be useful to you back on the job.
   A. Ideas or concepts:

   B. How they can be used:

3. Of the topics covered in the program, which would you regard as being of the least value to you-and why?

4. Which topics, if any, should be added-and why?

5. Which topics should be covered in greater depth-and why?

6. Briefly state your objective in taking this course. Has it been fulfilled?

7. How do you feel about the way the trainer presented this workshop

8. How would you rate this program?
   Excellent_______Good_______Fair________Poor________

# Training Response Log

Training journal to be used in conjunction with the National Training Curriculum for Educators of Youth in Confinement.

This journal belongs to:

________________________________

# TRENDS AND ISSUES IN JUVENILE JUSTICE AND EDUCATION

Use the space below to record your responses to the following questions pertaining to your current position, program, facility, or system.

In the facility where I teach, through what lens do we view the students? What implications does this have for programming? How does this view affect my decisions in my classroom? If I wanted to change lenses, what would I do differently?

## INSTITUTIONAL CULTURE

### INTERPERSONAL RELATIONSHIPS

Use the space below to record your responses to the following questions pertaining to your current position, program, facility, or system.

What problems currently exist between the "camps" in my facility? How can I work to develop professional collaborations with all staff within the institutional community?

# INSTITUTIONAL CULTURE

## SAFETY AND SECURITY

Use the space below to record your responses to the following questions pertaining to your current position, program, facility, or system.

What are the safety and security issues in my classroom? How can I control these issues?

## STUDENT ASSESSMENT

Use the space below to record your responses to the following questions pertaining to your current position, program, facility, or system.

Doing quick, informal assessments is the key to designing curriculum and lesson plans that meet the needs of the student. What techniques, methods, and/or tools do I use with a new student to gather information and to begin preparing an individual learning plan?

## CURRICULUM

Use the space below to record your responses to the following questions pertaining to your current position, program, facility, or system.

Does the curriculum of my program have the necessary components to address program standards, content standards, and student needs? If not, what changes need to be made, and who is responsible for these changes?

## TEACHING AND LEARNING

### LEARNING STYLES

Use the space below to record your responses to the following questions pertaining to your current position, program, facility, or system.

After a self-evaluation of my teaching style, is there evidence that I teach solely to my preferred learning style? How might I change the organization of the classroom, the design and delivery of lessons, and the development of individual learning plans to accommodate a variety of learning styles?

# TEACHING AND LEARNING
## INSTRUCTIONAL STRATEGIES

Use the space below to record your responses to the following questions pertaining to your current position, program, facility, or system.

What instructional strategies do I use in my classroom? Do I rely on one primary method because it is the most comfortable for me? Which methods could I incorporate into my classroom in order to reach more students?

## BEHAVIOR MANAGEMENT

Use the space below to record your responses to the following questions pertaining to your current position, program, facility, or system.

What must I do to be a more effective manager of behavior? Do I need to learn the system better? Do I need to create an environment that better engages the learners? Do I need to improve the quality of my lesson design and delivery?

## BEHAVIOR MANAGEMENT
### CRISIS INTERVENTION

Use the space below to record your responses to the following questions pertaining to your current position, program, facility, or system.

When I assess my own strengths and weaknesses, what crisis prevention techniques do I use a lot and do well? What techniques could I use, but would have to practice?

## SOCIAL SKILLS

Use the space below to record your responses to the following questions pertaining to your current position, program, facility, or system.

Even if I don't teach social skills, how can I incorporate social skill instruction into my content area? What skills do I want the students to exhibit in my classroom?

## TRANSITION

Use the space below to record your responses to the following questions pertaining to your current position, program, facility, or system.

How does transition planning begin at intake in my facility? What role do I as the teacher play in this process? In what ways are we fulfilling our responsibilities to the students in helping them transition out of our programs?

## PROGRAM AND CLASSROOM EVALUATION

Use the space below to record your responses to the following questions pertaining to your current position, program, facility, or system.

How could similar approaches (for example, questionnaires, surveys, narratives, and roundtable discussions) be used to evaluate programs, activities, and lessons?

# About the Authors

**CAROL CRAMER BROOKS** has participated in juvenile detention education and detention programming since 1982. Currently, she is Director of Training for the National Juvenile Detention Association Center for Research and Professional Development at Michigan State University. In this capacity, she coordinates and delivers training for line staff, first line supervisors and trainers in detention and corrections facilities. A member of NJDA's Education Committee, Carol is a leader and founding member of the Council for Educators of At-Risk and Delinquent Youth, an effort by NJDA to include educators in the organization.

Prior to her position with NJDA, Carol taught in the education programs at the Kalamazoo and Allegan County Juvenile Detention facilities in Michigan. In both facilities, Carol was involved in program and curriculum planning and implementation. She was a member of the development team for the Intensive Learning Center, a day-treatment education program at the Kalamazoo County Juvenile Home and was instrumental in the move to incorporate Lifeskills training in the school and detention programs.

Carol received her MA in Public Administration and her BS in Special Education from Western Michigan University. She completed training from the Harvard Negotiation Project, the New Mexico Center for Conflict Resolution, and the Dispute Resolution Center in Kalamazoo, Michigan.

Carol is a volunteer educational/administrative consultant and presenter for an inner city ministry in Hawaiian Gardens, California. Carol resides in Kalamazoo, Michigan.

**CARTER WHITE** has been a special education teacher for behavior disordered children in Harlem, a special education teacher in a Virginia residential facility for emotionally disturbed adjudicated youth, and a school principal in that state's largest juvenile correctional facility. In 1993, Governor Douglas Wilder appointed him to the position of state school superintendent for juvenile and adult prison schools in Virginia.

While in Virginia, Carter founded TROUPE D'MIME, a mime troupe for incarcerated emotionally disturbed youth, a statewide prison arts program entitled HARD TIME, and a partnership between Virginia Commonwealth University and the state's prison education system. He received an Outstanding Alumni Award from Virginia Commonwealth University and an award of special recognition for contributions to Adult Education and Staff Development in Virginia from Lieutenant Governor Donald Beyer.

In New York City, he taught communication arts in alternative schools in Brooklyn and Manhattan's Lower East Side, which provided data for his doctoral dissertation on high school dropouts. Through an OJJDP grant, Carter served as Project Director to develop national model juvenile correctional education programs in Minnesota, Colorado, and Arizona.

Besides his full time position as Special Projects Coordinator for the Colorado Division of Youth Corrections, Carter conducts training and evaluations for juvenile and adult correctional programs as an independent consultant throughout the United States. He also conducts training for the National Juvenile Detention Association.

Carter holds a doctorate in education from Columbia University and a post-doctoral certificate from Harvard University. A native of North Carolina, he currently resides in Denver, Colorado.

# Office of Juvenile Justice and Delinquency Prevention

The Office of Juvenile Justice and Delinquency Prevention (OJJDP) was established by the President and Congress through the Juvenile Justice and Delinquency Prevention (JJDP) Act of 1974, Public Law 93-415, as amended. Located within the Office of Justice Programs of the U.S. Department of Justice, OJJDP's goal is to provide national leadership in addressing the issues of juvenile delinquency and improving juvenile justice.

OJJDP sponsors a broad array of research, program, and training initiatives to improve the juvenile justice system as a whole, as well as to benefit individual youth-serving agencies. These initiatives are carried out by seven components within OJJDP, described below.

**Research and Program Development Division** develops knowledge on national trends in juvenile delinquency; supports a program for data collection and information sharing that incorporates elements of statistical and systems development; identifies how delinquency develops and the best methods for its prevention, intervention, and treatment; and analyzes practices and trends in the juvenile justice system.

**Training and Technical Assistance Division** provides juvenile justice training and technical assistance to Federal, State, and local governments; law enforcement. judiciary, and corrections personnel; and private agencies, educational institutions, and community organizations.

**Special Emphasis Division** provides discretionary funds to public and private agencies, organizations, and individuals to replicate tested approaches to delinquency prevention, treatment, and control in such pertinent areas as chronic juvenile offenders, community-based sanctions, and the disproportionate representation of minorities in the juvenile justice system.

**Special Relations and Assistance Division** supports collaborative efforts by States to carry out the mandates of the JJDP Act by providing formula grant funds to States; furnishing technical assistance to States, local governments, and private agencies; and monitoring State compliance with the JJDP Act.

**Information Dissemination Unit** informs individuals and organizations of OJJDP initiatives; disseminates information on juvenile justice, delinquency prevention, and missing children; and coordinates program planning efforts within OJJDP. The unit's activities include publishing research and statistical reports, bulletins, and other documents, as well as overseeing the operations of the Juvenile Justice Clearinghouse.

**Concentration of Federal Efforts Program** promotes interagency cooperation and coordination among Federal agencies with responsibilities in the area of juvenile justice. The program primarily carries out this responsibility through the Coordinating Council on Juvenile Justice and Delinquency Prevention, an independent body within the executive branch that was established by Congress through the JJDP Act.

**Missing and Exploited Children's Program** seeks to promote effective policies and procedures for addressing the problem of missing and exploited children. Established by the Missing Children's Assistance Act of 1984, the program provides funds for a variety of activities to support and coordinate a network of resources such as the National Center for Missing and Exploited Children; training and technical assistance to a network of 47 State clearinghouses, nonprofit organizations, law enforcement personnel, and attorneys, and research and demonstration programs.

The mission of OJJDP is to provide national leadership, coordination, and resources to prevent juvenile victimization and respond appropriately to juvenile delinquency. This is accomplished through developing and implementing prevention programs and a juvenile justice system that protects the public safety, holds juvenile offenders accountable, and provides treatment and rehabilitative services based on the needs of each individual juvenile.

# National Juvenile Detention Association
# Center for Research & Professional Development

Through a partnership with the Juvenile Justice Trainers Association (JJTA), the National Association of Juvenile Correctional Agencies (NAJCA), and the School of Criminal Justice (SCJ) at Michigan State University (MSU), the National Juvenile Detention Association (NJDA) received a grant in 1995 from the OJJDP to implement a unified, multiyear strategy for training of line staff in juvenile detention and corrections facilities. The grant is managed through NJDA's Center for Research and Professional Development (CRPD), located in the SCJ at MSU.

CRPD's goals include: 1) survey research to determine staff training needs, 2) standardized curriculum development and dissemination; 3) basic training course development for juvenile corrections line staff, 4) delivery of overview and trainer development workshops on CRPD's training courses and the NJDA Juvenile Detention Careworker curriculum, 5) technical assistance, and 6) the design of a line staff certification program.

CRPD's line staff training programs provide training materials, comprehensive training curricula, lesson plans, and technical assistance. In addition to the **National Training Curriculum for Educators of Youth In Confinement**, the following curriculums are available:

**Juvenile Detention Careworker Curriculum** is a 40-hour, basic training program for new or preservice careworkers in juvenile detention centers and is based on statewide training needs assessments completed by detention line staff. Lesson plans were developed by NJDA and expert detention practitioners.

**Juvenile Corrections Careworker Curriculum** is a 40-hour, basic training program for new or preservice caseworkers in juvenile corrections facilities. It too is based on empirical needs assessment findings. The lesson plans were developed and pilot-tested by JJTA and juvenile corrections training specialists.

**Overview** or Orientation courses are available for both curricula.

**Special Topics Lesson Plans** are available and information concerning these can be obtained by called CRPD.

CRPD has limited training and technical assistance funds through the OJJDP grant to assist agencies in identifying and implementing training services. Training and technical assistance are delivered on-site, usually through a regional coalition of juvenile confinement facilities. The facility or the coalition shares expenses with CRPD, and this strategy has allowed for the maximum use of training funds and has increased line staff involvement in training.

**CRPD STAFF**:
David W. Roush, Ph.D., Director
Carol Cramer Brooks, Director of Training
Chad Kielas, Project Manager
Margaret Lynch, Office Manager
517.432.1242 – NJDA@ssc.msu.edu
http://njda.msu.edu/